

St Charles RC Primary School

SEND Information Report

2022-23



Our mission at St. Charles RC Primary School is to try and centre our life in Jesus Christ, the spiritual foundation of our community.

We aim to pass on the faith we share in partnership with you.

We want the children in our care to grow and develop to their full potential within a caring Catholic community which recognises fully their true worth and God given talents. We look forward to working with you in a spirit of mutual trust and support.

We take pride belonging to St. Charles RC Primary School.

MISSION STATEMENT

**As a family of God, we love to learn and
learn to love**

Reviewed by CC: Oct 2022

Approved by SO'B: Oct 2022

Review date: Oct 2023

This information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation: Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities The Special Educational Needs and

Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

Approved by: Clare Campbell Date: 15/10/22

Last reviewed on: [14/10/22] Next review due by: [Oct 2023]

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A child or young person has SEND 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

1. The kinds of SEN that we provide for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, speech and language difficulties
- Cognition and learning, for example, dyslexia
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example, visual impairments, processing difficulties, epilepsy, dyspraxia
- Moderate/severe and multiple learning difficulties

2. Identifying pupils with SEND and assessing their needs

Class teachers, supported by the senior leadership team, will make regular assessments of progress for all pupils. These assessments seek to identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap. It can include progress in areas other than attainment – for instance where a pupil needs to make additional progress with wider development or social needs in order to make a successful transition to adult life.

For some children, SEND can be identified at an early age. However, for other children and young people, difficulties become evident only as they develop. We aim to be alert to emerging difficulties and respond early. Slow progress and low attainment do not necessarily mean that a child has SEND and should not automatically lead to a pupil being recorded as having SEND. However, they may be an indicator of a range of learning difficulties or disabilities. Equally, it should not be assumed that attainment in line with chronological age means that there is no learning difficulty or disability.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

3. Consulting and involving pupils and parents

Your first point of contact is your child's class teacher who knows your child well. Your child's teacher will discuss concerns with the Special Educational Needs Coordinator (SENCO) – Mrs Hackett. They will already be aware and your child may be receiving some additional support in the classroom; have

access to resources to support them in their learning or be part of a 'catch up' or intervention group. You may wish to contact the SENCO directly – you can do this via email lyn.hackett@salfrod.gov.uk or via the school office or by phone on 0161 794 4536

We will have an early discussion with the pupil and parents/carers when identifying whether they need special educational provision. These conversations will make sure that: Everyone develops a good understanding of the pupil's areas of strength and difficulty We take into account the parents' concerns Everyone understands the agreed outcomes sought for the child Everyone is clear on what the next steps are Notes of these early discussions will be added to the pupil's record and given to their parents. We will formally notify parents when it is decided that a pupil will receive SEN support.

4. Assessing and reviewing pupils' progress towards outcomes

Some children enter school already having been identified as having SEND, others are identified during their time at school. If your child has been identified as having a special educational need, your child's class teacher and the SENCO will work with you to set targets for your child and additional support and/or resources provided to aid their learning will be discussed with you. It is important that your child's views are part of this process and your role in supporting your child is vital. We will follow the graduated approach and the four-part cycle of assess, plan, do, review. The class teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on: The teacher's assessment and experience of the pupil Their previous progress and attainment or behaviour Other teachers' assessments, where relevant The individual's development in comparison to their peers and national data The views and experience of parents The pupil's own views Advice from external support services, if relevant The assessment will be reviewed regularly. All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

5. Supporting pupils moving between phases and settings

For pupils entering St Charles RC Primary, parents/carers are invited in to meet with the head teacher prior to admission. This is an opportunity to share relevant information to the child. If a child already has SEND identified, the SENCO may also attend the meeting. We will share information with the school or other setting the pupil is moving to, or from. We will agree with parents and pupils which information will be shared as part of this.

6. Our approach to teaching pupils with SEND

At St Charles, we believe that quality first teaching will enable our pupils to make good progress and reach their potential. Teachers are responsible and accountable for the progress and development of all the pupils in their class. No pupil with SEND is excluded from an activity or learning at St Charles, however, there are sometimes barriers to learning which prevent some children from making as much progress as we would hope and this is when additional support or advice may be required. Where necessary sensitive adaptations will be applied to enable all pupils to access their learning entitlement and provision.

We will also provide access to a range of additional interventions that include, but are not limited to:

- Speech & Language programmes
- Play Therapy
- Learning To Listen

- Mr Word
- Fresh Start phonics
- Play coaching
- Motor skills
- Wellcomm
- Art therapy

7. Adaptations to the curriculum and learning environment

All schools are required to produce plans for their individual school in relation to accessibility. We have an Accessibility Plan in place, which is reviewed regularly to ensure that we are meeting the needs of all of our pupils. We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

8. Who can help?

We have a highly experienced team of staff who may be involved in supporting your child at St Charles. These include: Your child's teacher, who will always make sure that tasks set are appropriate and accessible for your child. They are available by appointment. Teaching Assistants, who support groups and individual children with their learning as well as whole classes when necessary.

The SENCO (Lyn Hackett) who co-ordinates the provision of SEND in school. She is a qualified teacher with over 13 years experience as a SENCO. There is a designated School Governor who works with the SENCO in leading SEND in school. Sometimes school may commission Specialist Support to work with identified children with a particular focus e.g. Speech and language therapists. We have access to both behavioural and emotional support workers on a weekly basis in school, these are by referral and enable children to improve their emotional, mental and social development. To ensure our staff have the skills and knowledge to support children with SEND there are training opportunities both in school and elsewhere for example in school through our link EP and SLT or out of school through the outreach services offered by both Springwood Special School and Alder Brook PRU.

9. Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions

- Monitoring by the SENCO Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans

10. Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

All of our extra-curricular activities and school visits are available to all our pupils, including our before- and after-school clubs. All pupils are encouraged to go on our residential trip(s) to Lledr Hall and Robinwood in upper KS2. Some pupils may require additional adult support and adaptations to access this. All pupils are encouraged to take part in all areas of the curriculum. No pupil is ever excluded from taking part in these activities because of their SEN or disability. Our school Accessibility plan is available on our website and details how we have made improvements to our physical environment to enable disabled pupils to take better advantage of the education, benefits, facilities and services we provide

11. Support for improving emotional and social development

The named Mental Health Lead is Lyn Hackett. She is also a trained Youth Mental Health First Aider. We audit and monitor the provision for emotional and mental health. We provide support for pupils to improve their emotional and social development in many ways: Support for staff, families and pupils from the behaviour consultant UNICEF Ambassadors Pupil voice RHE curriculum Play Therapy We have a zero tolerance approach to bullying which is reflected in our Behaviour and Anti-Bullying policies.

12. Working with other agencies

As part of our support for all children in school, we have regular opportunities to consult with support services and health agencies through a multi-agency approach which sometimes includes completing Early Help Assessments to support the family as well as the pupil. We will discuss the needs of the individual/family in school and plan together the best use of advice and support from other agencies. Professionals who might attend this meeting include:

- Access to the School Nurse Service, who works closely with us and can advise and assess any medical needs. If a health/medical care plan is required, this would be done in conjunction with the parent/carer and any specialist services, such as epilepsy nurse, dietician, etc, and reviewed annually as a minimum.

- Speech and Language therapist may give advice or complete an assessment for a child.
- Educational Psychologist may give advice or complete an assessment for a child.
- Behaviour Consultant who advises as requested.
- Outreach support from specialist schools
- Statutory Assessment Officer
- Link High Schools SENCOs who liaise to support successful transition to Year 7

13. Complaints about SEND provision

At St Charles, we value the support and feedback from all our stakeholders, we have an active school council and conduct pupil voice activities throughout the year. Parents may wish to join our Governing Board or get involved through our Parents and Teachers Association (Friends of St Charles). Grievances about SEND provision in our school should be made to the headteacher 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

14. Contact details of support services for parents of pupils with SEN

The SEND and Mental Health pages of our website signpost families to services that may be able to offer support and advice. If you want advice from professionals outside school, you may find the following helpful:

- Special Educational Needs Co-ordinator (SENCo) by emailing slw@salford.gov.uk or **telephoning 0161 778 0384**.
- <https://www.salford.gov.uk/children-and-families/information-for-childcare-providers/children-with-special-educational-needs-and-disabilities-in-the-early-years/#:~:text=You%20should%20not%20assume%20that,or%20telephoning%200161%20778%200384.>
- <https://www.salford.gov.uk/schools-and-learning/info-for-parents-students-and-teachers/special-educational-needs/>
- **Salford Information Advice and Support Services (SIASS)**
- <https://www.salford.gov.uk/schools-and-learning/info-for-parents-students-and-teachers/special-educational-needs/salford-information-advice-and-support-services-siass/>

The Salford SEND Local Offer offers information for parents/carers, in a single place, which helps them to understand what services they and their family can expect from a range of local agencies - including their statutory entitlements.

15. Monitoring arrangements

This SEND information report, along with the SEND policy, will be reviewed by Lyn Hackett every year. It will also be updated if any changes to the information are made during the year. It will be approved by the governing board.

16. Links with other policies and documents

This policy links to the following documents: Accessibility plan Behaviour policy Supporting pupils with medical conditions policy Anti-Bullying Policy Safeguarding Policy Mental Health Policy

17. References

This information report was written with reference to: Special Education Needs and Disability Code of Practice: 0-25 years <http://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Childrens and Families Act 2014 <http://www.legislation.gov.uk/ukpga/2014/6/section/69> Special educational needs and disability regulations 2014

<http://www.legislation.gov.uk/uksi/2014/1530/schedule/1/made> Equality Act 2010 Accessibility for Disabled Pupils <http://www.legislation.gov.uk/ukpga/2010/schedule/10>