

Special Educational Needs and Disability (SEND) Information Report 2017-2018

At St Charles' Primary School every teacher is a teacher of every child, including those with SEND.

Who is the SENDCo at St Charles' School? How can the SENDCo be contacted?

The person with responsibility for co-ordinating the provision for children with SEND is the SENDCo (Special Educational Needs Co-ordinator). The SENDCo at St Charles' School is **Miss Gavin** who can be contacted on the school phone number: 01254 886110 or by email:office@st-charles.lancs.sch.uk

Our SEND profile for 2017-2018 shows that 9% of our school population are children who are identified as having SEND. This percentage is made up of the following groups:

- 19% are identified as having a SEND linked to **Cognition and Learning** as the main category of need (including reading, writing, maths, spelling etc).
- 13% are identified as having a SEND linked to **Communication and Interaction** as the main category of need (including speech and language difficulties and problems with social interaction).
- 44% are identified as having a SEND linked to **Physical and Sensory** as the main category of need (including disabilities such as those affecting mobility, hearing or sight).
- 25% are identified as having a SEND linked to **Social, Emotional and Mental Health** as the main category of need (including ADHD, ADD, Attachment Disorder, Eating Disorder, anxiety, depression and behavioural difficulties).

13% of our SEND population have a statement or an Education, Health and Care Plan (EHCP).

At St Charles' we are committed to working together as a school family. We believe in achievement for all. We strive to create an inclusive culture in our school and we aim to be responsive to the diversity of children's backgrounds, interests, experiences, knowledge and skills, so that all children, regardless of individual need make the best possible progress.

We value high quality teaching for all learners and we actively monitor teaching and learning in school. We monitor the progress of all children; adults continually assess, plan and review to ensure the learning is taking place. Our school system for monitoring progress includes regular pupil progress meetings and analysis of data.

Some of our children may require additional support so that they can access the curriculum and make progress at an appropriate pace.

Identifying Special Educational Needs:

Special Educational Needs and provision can be considered as falling into 4 broad areas.

1. Cognition and Learning;
2. Communication and Interaction;
3. Physical and Sensory;
4. Social, Emotional and Mental Health.

How does the school know if the children need extra help?

At school we place significant emphasis on the early identification of pupils experiencing difficulties accessing learning and general school life opportunities. The SENDCo is part of the Senior Leadership

Team (SLT) and liaises closely with class teachers to analyse data and individually track children who are experiencing difficulties. EYFS information (on entry and exit), SATs, PIVATS, teacher assessments and specialist teacher screening and assessment are all used to identify children who may require additional intervention in order to achieve. The purpose of identification is to work out what action the school needs to undertake and to support the child rather than fitting them into a category.

The Code of Practice (2014) suggests that pupils are only identified as having SEND if they do not make adequate progress once they have had all the interventions/ adjustments and good quality personalized teaching.

Children will only be placed on the SEND Register if their needs are 'additional' to or 'different from' the quality differentiated teaching and learning opportunities. The SEND Register is kept by the SENDCo and Headteacher in consultation with the class teachers.

What should I do if I think my child has Special Educational Needs? How will I raise concerns if I need to?

If you think that your child may have SEN, or if you have any concerns about any aspect of their provision and / or progress, please firstly speak with your child's teacher. You may also contact Miss Gavin, the SENDCo or the Headteacher, Mrs Baker by requesting an appointment.

Where can I see the school's policies relating to Special Educational Needs?

All statutory policies can be viewed on our website: <http://st-charles.lancs.sch.uk/> including the Special Educational Needs Policy, the Local Offer, the Accessibility Policy and the Admissions Policy.

How will both you and I know how my child is doing and how will you help me to support my child's learning?

We have an open door policy, which means that you are welcome to make an appointment to meet with either your child's class teacher or the SENDCo to discuss your child's provision and progress and to get advice on how you can support your child at home.

We provide reports for parents/carers on your child's progress three times a year. You are invited to meet your child's teacher during the first Autumn Parents' evening. If your child is receiving support for SEND, additional meetings are offered to discuss support and review progress. Where your child has an Individual Education Plan (IEP), this will be reviewed half termly. You will be given an up-to-date copy and be offered a chance to talk to the class teacher and SENDCo about your child's provision and progress.

Your child may have a Statement of SEND or an Education, Health and Care Plan (EHCP), which will be formally reviewed at least annually, in addition to the arrangements above.

Parents and carers will always be informed if we begin to make SEND provision. The involvement of children and parents/carers is very important to us.

How will the school staff support my child?

Support is planned and reviewed by the SENDCo and the class teacher, in collaboration with parents/carers and the pupil themselves. Provision may take the form of additional support from within school, for example Teaching Assistants or the involvement of specialist staff or support services. School may involve specialists at any point to advise them on SEND and effective support. Parents/carers are always involved in this decision.

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

Teachers set high expectations for each pupil and aim to teach the full curriculum. Teachers use appropriate assessment to set ambitious targets. Lessons are planned to address potential areas of difficulty and to ensure that there are no barriers to every child achieving. Potential areas of difficulty are identified and addressed.

How is the decision made about how much support my child will receive?

High quality teaching, differentiated for individual pupils is the first step in responding to pupils who have or may have SEND. Some children and young people need something additional to or different from what is provided for the majority of children; this is SEND provision.

We have arrangements in place to identify the need and secure such provision, whether through expertise and resources at St Charles' or from external services, such as Educational Psychology, Occupational Therapy, Speech and Language Therapy and Child and Adolescent Mental Health Service (CAMHS).

We always try our best to ensure that provision is made for those who need it. In order to do this, we endeavour to:

- Know where children are in their learning
- Identify any barriers to learning
- Ensure decisions are informed by the insight of parents/carers and children
- Have high ambitions and set stretching targets for them
- Track their progress towards these goals
- Keep under review their additional or different provision

What support will there be for my child's overall wellbeing?

We try to support the emotional and social development of all our pupils, including those with SEND. Our staff are caring and have the wellbeing of all children as their top priority.

Class teachers have responsibility for the pastoral care of every child in their class and deliver a broad programme of social and emotional education through Personal, Social and Health Education (PSHE) and Circle Time. Our Pastoral Manager and specially trained counsellor lead 1-1 support sessions for children who require further help. Where appropriate, we work with parents to get support from external agencies, including the Children and Family Well-being Service, Copperhouse Children's Centre or Child and Adolescent Mental Health Service. We take any suggestion of bullying seriously and act in strict accordance with the school's anti-bullying policy.

We use the Common Assessment Framework (CAF) process and the Team Around the Family (TAF) to facilitate links with other agencies.

How are the school's resources allocated and matched to the children's Special Educational Needs?

Where Special Educational Needs are identified, we put in place appropriate evidence-based interventions. The approach is graduated, with a regular review of the progress made and adaptations to the support provided as required. In planning support, we always start with what we want the child to achieve in their learning. This is tracked and reviewed, at least termly. Resources are allocated on a needs basis, with the children who have the greatest need being allocated the most support.

Who will explain this to me?

Your child's teacher and/or the SENDCo will explain any additional support or interventions to you.

How do we know if it has had an impact?

The effectiveness of the support and the impact on your child's progress are reviewed regularly. This information, along with the views of parents/carers and children, forms the basis for the revision of the support. Where the SEND provision does not enable a child to make adequate progress, we work with parents and carers to request an assessment for an Education, Health and Care Plan (EHCP).

How will my child be included in activities outside the school classroom including school trips?

We enable children with SEND to have access all extra-curricular activities and school trips. This may require additional adult support and an enhanced risk-assessment to ensure that everyone's health and safety is not compromised. Where appropriate, we try to prepare children in advance for any new environment or situation.

Our children have taken part in the Hyndburn School's Sports Partnership Inclusive Multi-sports event and we lead after-school clubs which develop learning and teach new skills outside the classroom.

What support is there for behaviour, reducing the risk of exclusion and increasing attendance?

Behaviour at St Charles' is underpinned by our Behaviour and Discipline Policy, school values and our class rules, which apply to all pupils. After any incident, the child is given an opportunity to reflect on their behaviour with an adult. Where a child is perceived to be at risk of exclusion, we work closely with parents/carers and any appropriate external agencies, to introduce strategies to reduce the risk. This may include a Positive Behaviour Plan (PBP) which identifies triggers and provides strategies to support positive behaviour. The PBP is written with the child and shared with parents/carers.

How is attendance monitored at St Charles?

Attendance is closely monitored. Where a child's attendance is below 95%, without a clear medical reason, parents/carers are invited in to discuss ways to improve the attendance, in partnership with school and children. The aim of this is to avoid the need for a referral.

How does the school manage the administration of medicines?

St Charles' has a policy regarding the administration of medicines on the school site. If your child needs medication during the school day, this must first of all be agreed by the Head teacher. If agreed, please take the medication to the school office where you will be required to complete a form, authorising school staff to administer the medication. Our staff receive regular training in managing some medical conditions that are relevant to the children on roll. Several members of staff are trained as First Aiders and our EYFS staff have received paediatric training.

How are the Governors involved and what are their responsibilities?

The SENDCo reports at least annually to the Governors on all matters relating to SEND at St Charles' School. This report does not refer to individual children and confidentiality is maintained at all times. We have a nominated Governor for SEND who reports back to the full governing body. The Governors agree priorities for spending within the SEND budget and their overall aim is to ensure that all children receive the support they need in order to make good progress.

What training do staff supporting Special Educational Needs and/ or Disabilities have?

Staff have recently received training in:

- Team Teach
- Using a defibrillator
- Asthma
- First Aid
- Diabetes
- Paediatric First Aid
- Level 1 and 2 Child Protection
- Better Reading and Numbers Count Interventions
- Social Stories
- Talk Boost

What specialist services and expertise are available at or accessed by the school?

Specialist agencies we liaise with regularly include:

- Speech and Language Therapy (SaLT)
- Occupational Therapy (OT)
- Education Psychology Service (EP)
- Special Educational Needs and Disability Service (SEND)
- Specialist Inclusion Teachers including visual, hearing and Physical Disability
- Special School Support

How accessible is the school both indoors and outdoors?

We enable children with SEND to have access to our facilities, taking known disabilities of pupils and parents into account, wherever possible, when allocating classrooms and planning activities. The school is wheelchair accessible and there is a disabled toilet. Edges of steps are demarcated and there is a lift up to the first floor.

How are parents involved in the school? How can I get involved?

We encourage parents/ carers to contribute their views on their child's SEND at all meetings, or through speaking to teachers. We invite parents into school to discuss their child's needs and individual targets. IEP targets are shared with parents and the evaluations are discussed.

How will my child be able to contribute their views?

We believe that children have a right to be involved in making decisions and exercising choices, to receive and impart information, to express an opinion and to have that opinion taken into account in matters relating to them. Your child's views can be sought when identifying need and planning and reviewing provision.

What steps should I take if I have a concern about the school's Special Educational Needs & Disability Provision?

In the first instance, speak to the class teacher, then Miss Gavin, the SENDCo. You may also speak to Mrs Baker, the Headteacher. If required, the Governors can be contacted through the complaints procedure by writing to:

Mr Neil Yates
Chair of Governors
c/o St Charles' School
Knowles Street
Rishton BB1 4HT

How will the school prepare and support my child to join the school, transfer to a new setting or to the next stage of education and life?

Before joining St Charles', we encourage all new children to visit for a tour of the school. There is an open afternoon and an open evening for parents who are considering St Charles as a choice of school for their child. The Reception class team liaise with our pre-school colleagues to gain all relevant information needed to ensure a smooth transition, including home visits.

We always do our best to support pupils in moving from St Charles' to High school, as well as any pupils who join or leave us in between. Transition to secondary school is supported by close liaison between our Year 6 team and SENDCo and their secondary colleagues. Additional transition visits are arranged as needed

Where can I get information on what provision is made through the local authority?

More information on what is available to children with SEND and their parents/carers in Lancashire can be found on the Lancashire website, where a range of information is available. <http://www.lancashire.gov.uk/children-education-families/special-educational-needs-anddisabilities.aspx>

Glossary of Terms

CAMHS- Child and Adolescent Mental Health Service

EP- Educational Psychology

EHCP- Education, Health and Care Plan

EYFS- Early Years Foundation Stage

IEP- Individual Education Plan

OT- Occupational Therapy

PIVATS- Performance Indicators for Valued Assessment and Targeted Learning

PBP- Positive Behaviour Plan

SENDCo- Special Educational Needs and Disability Co-ordinator

SaLT- Speech and Language Therapy