

St Charles Report on Special Educational Needs - January 2017

<p>What kinds of special educational needs are provided for at St Charles' School?</p>	<p>St Charles' School is a mainstream school. At St Charles', we operate a policy of inclusion, recognizing that all children are entitled to equal access to the curriculum. Admission of children with special educational needs is considered in line with our admissions policy, which relates equally to all children. We also recognise that some children may have needs beyond those which we cater for. We work with parents/carers and specialists to facilitate the appropriate placement of children with special educational needs. Special educational needs and provision can be considered as falling under four broad areas:</p> <ul style="list-style-type: none">• Communication and interaction• Cognition and learning• Social, mental and emotional health• Sensory and/or physical <p>We use our best endeavours to ensure that necessary provision is made for any individual who has special educational needs (SEN), in co-operation with our local authority. We make reasonable adjustments to ensure that disabled children are not at a substantial disadvantage compared with their peers. We constantly strive to improve the accessibility of our school and the curriculum.</p>
<p>How does the school know if children need extra help?</p>	<p>We believe that all children are entitled to an education that enables them to:</p> <ul style="list-style-type: none">• Achieve their best• Become confident individuals living fulfilling lives; and• Make a successful transition to adulthood. <p>At St Charles' School, great care is taken to identify and support children who have a significantly greater difficulty in learning than the majority of others the same age, or who have a disability which prevents them from making use of educational facilities.</p> <p>Each pupil's current skills and levels of attainment are assessed on entry, including liaison with their parents and pre-school if applicable. Regular assessments of progress are made and where pupils are falling behind or making inadequate progress, they are given extra support. Where pupils continue to make inadequate progress, despite high quality teaching targeted at their areas of weakness, the teacher and SENCO work together, with parents/carers, to assess whether the child has a significant learning difficulty. Where this is the case, agreement is reached about the SEN support that is required.</p>

	<p>Identification includes the use of high quality assessment and, where necessary, may include more specialised assessments from external agencies and professionals.</p> <p>Parents/carers know their children best, and we listen and understand when they express concerns about their child's development. We also listen to and address any concerns raised by children themselves.</p> <p>Where a pupil is not making adequate progress, teachers, the SENCO and parents/carers collaborate on problem-solving, planning, support and teaching strategies for individual pupils.</p>
<p>What should I do if I think my child may have special educational needs? How will I raise concerns, if I need to?</p>	<p>If you think that your child may have special educational needs, or if you have concerns about any aspect of their provision and/or progress, please talk to us. In the first instance, talk to your child's teacher.</p> <p>You may also contact Mrs Baker, the SENCO, by requesting an appointment.</p>
<p>Where can I see the school's policies relating to special educational needs?</p>	<p>All statutory policies can be viewed on our website: http://st-charles.lancs.sch.uk/ including the Special Educational Needs Policy, the Access Plan and the Admissions section of our website including the Admissions Policy</p>
<p>How will both you and I know how my child is doing and how will you help me to support my child's learning?</p>	<p>We have an open door policy, which means that you are welcome at any time to make an appointment to meet with either your child's class teacher or the SENCO to discuss your child's provision and progress and to get advice on how you can support your child at home.</p> <p>Parents and carers will always be informed if we begin to make SEN provision. The involvement of children and parents/carers is very important to us.</p> <p>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 SEN, 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 SENCO about your child's provision and progress.</p> <p>Your child may have a Statement of SEN or Education, Health Care Plan (EHCP), which will be formally reviewed at least annually, in addition to the arrangements above.</p>

<p>How will the school staff support my child?</p>	<p>Support is planned and reviewed by the SENCO and the class teacher, in collaboration with parents/carers and the pupil themselves. Additional provision may take the form of additional support from within school, for example Teaching Assistants (TAs). It may require the involvement of specialist staff or support services. School may involve specialists at any point to advise them on SEN and effective support. Parents/carers are always involved in this decision.</p>
<p>How will the curriculum be matched to my child's needs?</p>	<p>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 at the outset of work.</p>
<p>How is the decision made about the type and how much support my child will receive?</p>	<p>SEN provision is educational provision which is additional to or different from that made generally for others of the same age, beyond the differentiated approaches and learning arrangements normally provided as part of high quality, personalised teaching. It may take the form of additional support from school staff or require the involvement of specialist staff or support services.</p> <p>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).</p> <p>High quality teaching, differentiated for individual pupils is the first step in responding to pupils who have or may have SEN. Some children and young people need something additional to or different from what is provided for the majority of children; this is SEN provision.</p> <p>We always try our best to ensure that provision is made for those who need it. In order to do this, we endeavour to:</p> <ul style="list-style-type: none"> • 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
<p>What support will there be for my</p>	<p>We try to support the emotional and social development of all our pupils, including those with SEN. Our staff are caring and have the wellbeing of all children as their top priority.</p>

<p>child's overall wellbeing?</p>	<p>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 Emotional Education (PSHE) and Circle Time.</p> <p>All children are encouraged to share any worries by talking to an adult, or putting a note in the class worry box. If further social / emotional support is required, this can be arranged through the SENCO and may take the form of support at lunchtime support or in nurture groups.</p> <p>Where appropriate, we work with parents to get support from external agencies, including the Parent Partnership, Copperhouse Children's Centre or Child and Adolescent Mental Health Service.</p> <p>We take any suggestion of bullying very seriously and act in strict accordance with the school's anti-bullying policy.</p>
<p>How are the school's resources allocated and matched to the children's SEN needs?</p>	<p>Where Special Educational Needs are identified, we put in place appropriate evidence-based interventions. The approach is graduated, with regular review of the progress made and adaptations to the support provided as required.</p> <p>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.</p> <p>Resources are allocated on a needs basis, with the children who have the greatest need being allocated the most support.</p>
<p>Who will explain this to me?</p>	<p>Your child's teacher and/ or the SENCO will explain any additional support or interventions to you.</p>
<p>How do we know if it has had an impact?</p>	<p>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.</p> <p>Where the SEN 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.</p>

<p>How will my child be included in activities outside the school classroom including school trips?</p>	<p>We endeavour to enable children with SEN to have access to extra-curricular activities and school trips that are available to our pupils. This may require additional adult support and enhanced risk-assessment, to ensure that everyone's health and safety is not compromised.</p> <p>In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities will be provided in school. Where appropriate, we try to prepare children in advance for any new environment or situation.</p>
<p>What support is there for behaviour, reducing the risk of exclusion and increasing attendance?</p>	<p>Behaviour at St Charles' is underpinned by our Behaviour and Discipline Policy and our class rules, which apply to all pupils.</p> <p>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 endeavour to work closely with parents/carers and any appropriate external agencies, to introduce strategies to reduce the risk. This may include an Independent Behaviour Plan (IBP) which identifies issues, targets and support. The IBMP is written with the child and shared with parents/carers.</p> <p>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 referral to the Legal Intervention Team.</p>
<p>How does the school manage the administration of medicines?</p>	<p>St Charles' has a strict 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.</p> <p>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.</p>
<p>How are the governors involved and what are their responsibilities?</p>	<p>The SENCO reports regularly to the governors on all matters relating to SEN at St Charles' School. This report does not refer to individual children and confidentiality is maintained at all times.</p> <p>One of the governors is responsible for SEN and reports back to the full governing body. The governors agree priorities for spending within the SEN budget and their overall aim is to ensure that all children receive the support they need in order to make good progress.</p>
<p>Who is the SENCO at St Charles' School? How can the SENCO be contacted?</p>	<p>The person with responsibility for co-ordinating the provision for children with SEN is the SENCO (Special educational needs co-ordinator). The SENCO at St Charles' School is Mrs Baker and she can be contacted on the school phone number: 01254 886110 or by email:office@st-charles.lancs.sch.uk</p>

<p>What training do staff supporting Special Educational Needs and/ or Disabilities have?</p>	<p>All staff receive regular training. Training for staff relates to the needs of the school and pupils and is done both in school and through external course providers.</p> <p>Our Teaching Assistants receive high quality training in all areas relevant to their role. This includes, but is not limited to, learning difficulties, autistic spectrum disorders, dyslexia, motor skills, and interventions in reading, phonics, writing and maths. Some support staff have developed areas of specialism.</p>
<p>What specialist services and expertise are available at or accessed by the school?</p>	<p>Collaboration between education, health and social care services is important to us.</p> <p>These include, but are not limited to, the school nurse, educational psychology, speech and language therapy, other therapies such as physiotherapy and occupational therapy, services relating to physical and mental health, Specialist Teacher Advisers, including hearing and vision impairment and physical disability.</p>
<p>How accessible is the school both indoors and outdoors?</p>	<p>We endeavour to enable children with SEN and disabilities to have access to our facilities, taking known disabilities of pupils and parents into account, wherever possible, when allocating classrooms and planning activities.</p> <p>Much of the school is wheelchair accessible after entry from the Infant Gate. There is a disabled toilet large enough to accommodate changing. Edges of steps are demarcated to assist the visually impaired.</p>
<p>How are parents involved in the school? How can I get involved?</p>	<p>The involvement of parents and carers in their children's education is very important to us. We encourage parents/ carers to contribute their views on their child's SEN at all meetings, or through speaking to teachers.</p> <p>We welcome parents/carers who wish to help in school; please contact your child's teacher in the first instance.</p>
<p>How will my child be able to contribute their views?</p>	<p>The involvement of children in their own education is very important to us. 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.</p> <p>Your child's views can be sought when identifying need and planning and reviewing provision. Your child can express their views on their SEN at any time, by speaking to a Teaching assistant, their class teacher or the SENCO.</p>

<p>What steps should I take if I have a concern about the school's special educational needs provision?</p>	<p>In the first instance, speak to Mrs Baker, the SENCO and Headteacher.</p> <p>You may also contact the governors through the complaints procedure, by writing to:</p> <p>Mr Neil Yates Chair of Governors St Charles' School Rishton BB1 4HT</p>
<p>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?</p>	<p>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. Before joining St Charles', we encourage all new children to visit for a tour of the school.</p> <p>The Reception class team and try to liaise closely with our pre-school school colleagues to gain all relevant information needed to ensure a smooth transition, including home visits.</p> <p>Transition to secondary school is supported by close liaison between our Year 6 team and SENCO and their secondary colleagues. Additional transition visits are arranged as needed.</p>
<p>Where can I get information on what provision is made through the local authority? Where can I get support?</p>	<p>More information on what is available to children with SEN and their parents/carers in Lancashire can be found on the Lancashire website, where a range of information is available.</p> <p>http://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities.aspx</p>
