

Special Educational Needs or Disability (SEND) School Information Report

Who to speak to about concerns

Firstly, speak to your child's class teacher, who may have already spoken to the schools SEN Co-ordinator (SENCo), Mrs Helen Stirling.

If you continue to have concerns, arrange to speak to the Head Teacher, Miss Putterill.

Appointments can be made through the school office.

If the school has concerns

Your child's class teacher will arrange a meeting with you to discuss any concerns, or the SENCo may contact you to discuss your child's difficulties with learning and any possible strategies the school might be considering.

Considering your views

We believe it is very important that parents/carers are involved in all areas of their child's learning and we actively encourage discussions. We believe, where appropriate, that it is essential to understand your child's views on any difficulties they may experience with their learning.

You will be able to share your views and discuss your child's progress at regular meetings with the class teacher and others.

If your child has an identified special educational need you will be invited to a termly meeting with the class teacher and SENCo to discuss current progress, support strategies being used and expected outcomes.

If your child has a Statement of special educational need or an Education, Health and Care plan (EHCP) you and your child will be able to share your views at the Annual Review.

The Intervention Cycle

1. The school assesses all pupils' strengths and areas for development.
2. Teachers and SENCo discuss individual pupil learning needs and whether additional support would be appropriate and effective.
3. We then meet and speak with parents and the pupil to agree a written support intervention plan that will lead towards specific targets. The SENCo plans and resources the intervention. Teachers and/or Teaching Assistants (TAs) deliver the support.
4. The Teacher and TA monitor pupil progress towards planned outcomes and adapt if necessary.
5. Teacher and SENCo evaluate the effectiveness of provision within time period agreed. They report to parents and discuss whether more or a change in intervention is needed.

The cycle then begins again if necessary.

Types of Support for your child

This really depends upon the nature of your child's needs and difficulties with learning. Our education provisions will match the needs of the four broad areas of need as defined in the SEN Code of Practice 2014;

- Communication and interaction
- Cognition and Learning
- Social, emotional and mental health
- Sensory and/or physical needs

We have a 3- tiered approach to supporting a child's learning.

1. Universal

This is the quality-first teaching your child will receive from his or her class teacher and may include some very minor adaptations to match learning needs.

2. Targeted

It may be appropriate to consider making additional short-term special educational provision to remove or reduce any obstacles to your child's learning. This takes the form of a graduated four part approach of

- a) assessing your child's needs,
- b) planning the most effective and appropriate intervention,
- c) providing this intervention and
- d) reviewing the impact on your child's progress towards individual learning outcomes.

Specific targeted one-to-one or small group interventions may be run outside the classroom. These will be limited to a number of weeks to minimise disruption to the regular curriculum. You will be kept informed of your child's progress towards learning outcomes.

3. Specialist

It may be necessary to seek specialist advice and regular long term support from a specialist professional outside the school in order to plan for the best possible learning outcomes for your child. This may include educational psychology, speech and language therapy, occupational therapy, sensory advisory teachers and the child development service. The school may need to prioritise referrals to these services. However, for a very small number of pupils access to these specialists may be through a Statement of SEN or an EHC Plan.

The current interventions provided at St Cuthbert with St Matthias CE Primary School include: Numicon, NumberShark, WordShark, RapidWrite, Lexia, 15 minutes a day, Alpha to Omega, Primary Talk, Talk Boost, Speech and Language therapy, Occupational therapy, Play therapy, Music Therapy, 1-1, group and class Learning Mentor and Learning Coach support.

The Curriculum and School Environment

We carefully plan our curriculum to match the age, ability and needs of all children.

The class teacher will adapt lesson planning and teaching to match your child's special educational needs and/or disability.

It may be appropriate to adopt different strategies or resources and adapt outcomes to meet your child's learning needs.

Additional specialist advice is sought when appropriate and, when necessary, accessibility aids and technology may be used to support your child's learning.

St Cuthbert with St Matthias CE Primary School regularly reviews its Accessibility Plan to ensure that all children have the fullest access to the curriculum and the school site as possible.

Support to Reach Learning Outcomes

The class teacher and other staff working with your child ensure that he or she receives appropriate teaching and support in order to reach their goals. The learning plan, strategies and progress will be reviewed termly.

External agencies and specialists may also review your child's progress and adapt their planning accordingly.

Education, Health and Care Plan (EHC Plan)

The purpose of an EHC Plan is to make special education provision to meet the special educational needs of a child or young person, to secure improved outcomes for him or her across education, health and social care and, as he or she gets older, prepare for adulthood.

An EHC Plan will contain;

- the views and aspirations of you and your child,
- a full description of his/her special educational needs and any health and social care needs,
- establish outcomes for your child's progress,
- specify the provision required and how education, health and social care will work together to meet your child's needs and support the achievement of the agreed outcomes

You, your child (where appropriate) and/or the school, usually the SENCo, can request that the local authority conduct an assessment of your child's needs. This may lead to an EHC Plan.

Supporting You to Help with Children's Learning

It is very important that your child is supported both at school and at home. Alongside the school's offer for extra support for children, parents are required to play their part by helping their child with any extra work set and by attending review meetings. There may be suggested strategies or activities for you to do at home to support your child's learning.

We sometimes run parent/carer workshops in school to help you understand the strategies used in school. In addition, we may be able to offer you individual training in specific support strategies relevant to your child.

The SENCo may also support you with strategies, resources and ideas for supporting your child's learning at home.

You may have an opportunity to meet with other professionals involved in supporting your child.

Allocating Support and Moving through Support Levels

The school receives funding from the local authority. These funds include money to support the learning of children with SEN and/or disabilities.

The Head Teacher, in consultation with the School Governing Body, decides the budget for SEN provision on the basis of the needs of the children in the school.

The Head Teacher and the SENCo discuss the effectiveness of the school's current interventions and provisions and prioritise an action plan, which may include additional or alternative interventions, staff training and equipment needs.

This process is reviewed regularly to ensure the best possible intervention is provided to those children who require additional support to learn.

Assessing and Reviewing Progress

Your child's progress will be assessed both in terms of his/her regular learning within the class and with regard to specific intervention programmes.

The impact of the support given is carefully measured to ensure that the learning outcomes have been achieved and if not, what adaptations are necessary. It may be decided that a further period of support would be beneficial for your child.

You and your child will be kept informed and encouraged to be actively involved at all stages of this support.

Support for Happiness and Well-being

At St Cuthbert with St Matthias CE Primary School we believe that the happiness and well being of all our pupils is paramount. All members of staff take this aspect of school life very seriously.

You can be confident that in particular your child's class teacher, the teaching assistants, Learning Mentor and the SENCo are available to provide support to match your child's needs.

You should also feel free to contact your child's class teacher if you have any concerns.

Inclusion with Other Pupils

We are an inclusive school and committed to providing equal opportunities for all children.

School clubs, educational visits and residential trips are available to all children.

When necessary the school will make reasonable adjustments to ensure that children with SEN and/or disabilities are included in all activities.

Transition through the Stages of Education

We liaise closely with the school or nursery your child is transferring from. We are able to discuss with the relevant teachers any individual needs and how best to support your child in school.

We take care to ensure that during transition points (between classes each year and at the end of Key Stages) all staff are aware of individual pupils needs, learning progress and best support strategies.

St Cuthbert with St Matthias CE Primary School makes arrangements to ensure there is a smooth transition when your child transfers to his or her secondary school of choice. Please contact us for further details.

If your child has an EHC Plan, we will facilitate its review in sufficient time prior to him or her moving between key phases of education. You will be kept informed of these arrangements and asked to attend the reviews.

Appropriate Staff Training

Your child's learning needs will first be met through the high quality teaching delivered by his or her class teacher.

We regularly review the school training schedule and professional development for all teaching and support staff to ensure there is the appropriate expertise to support children with special educational needs.

The school is able to access training programmes from different organisations including the Tri-borough Training and Outreach team based at QE11 Jubilee School.

Individual training can also be arranged when necessary.

Questions

At St Cuthbert with St Matthias CE Primary School we are very happy to speak to you about any aspects of your child's education. It is best to speak to one of the following in this order;

The class teacher

The SENCo

The Headteacher

Complaints

Initially speak with your child's teacher and/or the SENCo who should be able to address your concerns.

You can then contact the Head Teacher, who may direct you to the school's Complaints Policy and procedure.