

St. Teresa's Catholic Voluntary Academy

SEN Information Report 2014-2015



September 2015

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1. What kind of special educational needs does the school /setting make provision for?

Here at St. Teresa's Catholic Voluntary Academy we are as inclusive as possible, with the needs of pupils with Special Educational Needs and Disabilities (SEND) being met in a mainstream setting wherever possible.

The broad areas of SEND need are:

- Communication and Interaction.
- Cognition and Learning.
- Social, Emotional and Mental Health Difficulties.
- Sensory and/or Physical.

We recognise the entitlement of all children to receive a broad and balanced curriculum. We strive to nurture their spiritual, academic, personal and social development.

2. How does the school/setting know if a pupil needs extra help and what should I do if I think my child may have a special educational need?

At St. Teresa's Catholic Voluntary Academy early identification of pupils with special educational needs is a priority. In order to identify those pupils with a special educational need, we use progress over time as a key indicator. The signs that class teachers look for and discuss with the Special Educational Needs Coordinator (SENCO) are if the child is:

- making no or very limited progress over a period of time
- working considerably below Age Related Expectations (ARE)
- experiencing profound difficulties with communication and interaction
- having severe difficulties in mastering the basic key skills in English and/or Mathematics
- experiencing emotional/social /mental health problems, which impacts their learning
- impaired physically or sensory and are not making progress, despite receiving a differentiated curriculum and support.

If you have any concerns about your child's progress you should speak to your child's class teacher initially. The class teacher will fill in a concern form and meet the SENCO to discuss the needs of your child and will meet with you if they feel your child may have special educational needs.

3. a) How does the school/setting evaluate the effectiveness of its provision for pupils with special educational needs?

Special needs provision is reviewed and evaluated at the school as part of an on-going cycle. We assess children's performance using a wide range of strategies in order to measure their progress. This initial part of the cycle is about gaining information through analysing: standardised screening and specific diagnostic assessments; evidence from teacher observations and other curriculum assessments; children's performance within and across the curriculum; information from parents; and, information from external services.

Secondly, we plan provision and strategies that are aimed at addressing pupils' individual special needs and which help to overcome barriers to learning; and which aid in making appropriate progress. The planned provision and strategies are recorded on provision maps and discussed within review meetings which also establish educational targets for pupils to achieve.

Next we undertake the planned provision as set out on each individual child's targets –the aim being to make consistent and appropriate amounts of progress. This is in addition to the delivery of quality first teaching and an appropriately differentiated curriculum.

Parents and carers with children who have SEN are invited to a termly review of educational provision and progress. Parents of those children with a Statement or EHCP are invited to discuss their child's progress and the provision set out on their targets; as they feel necessary. Annual reviews and an end of year review meeting will take place to discuss progress and attainment; targets and objectives are reviewed and updated, before the next steps of agreed action are put in place. This is an ongoing cycle to enable provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of the types of intervention that are most effective in supporting a pupil to achieve good progress and outcomes in the time between each review.

In addition to the evaluation processes built into the on-going cycle, pupil progress is also monitored on a termly basis when teachers meet to share information and data with the school's Senior Leadership Team. There is also a termly formal evaluation of the effectiveness of the school special educational needs provision carried out by the Headteacher in her report to The Academy Trust, and a minimum of one audit report is made by the link governor for special educational needs which is overseen by both the Local Governing Body and Academy Trust.

3.b) How will both the school/setting and I know how my child/young person is doing and how will the school/setting help me to support their learning?

As a school we measure children's progress in learning against national and age-related expectations. Our class teachers continually assess each child, noting areas where they are improving and where further support is needed. As a school, we track children's progress from entry at Foundation Stage through to Year 6, using a variety of methods. It is from our use of this systematic tracking that children who are not making expected progress are identified. Pupil progress meetings take place half termly where teachers meet to share information and data with the school's Senior Leadership Team. Here discussions takes place concerning why individual children are experiencing difficulty and what further support can be given to aid their progress.

When a pupil's targets are reviewed, comments are made against each target to show what progress the child has made. If the child has not fully met a target, the reasons for this will be discussed, then the target may be adapted into smaller steps or a different approach may be tried to help ensure the child does make progress. Parents and carers are always welcome to make an appointment to meet with the class teacher, SENCO to discuss a child's progress. In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. If your child has special educational needs then the relevant information is recorded on an individual provision map which also has your child's individual targets. The targets set are: "SMART" (Specific, Measurable, Achievable, Realistic, Time scaled) targets with the expectation that a child will achieve each target by the time it is reviewed. If your child has more complex special educational needs, then they may have an Education Health Care Plan (EHCP) or Statement which means that a formal annual meeting takes place to discuss your child's progress. A longer, more in-depth report is usually produced detailing progress and future plans of action; this is also overseen by the Local Authority.

3.c) What is the school's approach to teaching pupils with special educational needs?

We believe that all children are unique and special; created by God and made in the image of God. The approach to teaching all pupils in school is set in this context – of a Catholic Christian school living out its mission. We therefore believe that all children are special and that they have the right to feel valued. They should feel able to make mistakes or succeed in a safe, happy and supportive environment so that they can learn to use their experiences as a learning tool to achieve success and build their self-worth and esteem. Children with special educational needs and disabilities are taught within this inclusive Christian context. Curriculum activities are adapted appropriately to meet the needs of individual pupils with additional adult support given when required –Teaching Assistants (TAs) support in whole class lessons, small groups or through undertaking one to one work.

3.d) How will the curriculum and learning be matched to my child/young person's needs?

The curriculum is reviewed annually by the Governing Body, Headteacher and Senior Leadership Team to ensure that it is fully inclusive of all pupils. Children with special educational needs and disabilities are given access to the curriculum through the specialist special educational needs provision offered by the school. In doing so every effort is made to educate pupils with special educational needs and disabilities alongside their peers in the mainstream classroom setting. Where this is not possible, the Headteacher and Senco consult with the child's parents and carers as well as professionals from external agencies in order to agree alternative arrangements. Class teachers take steps to provide differentiated learning opportunities that aid pupils' academic progress; this enables teachers to understand more fully the appropriate provision and teaching style required. Individual class teachers remain responsible for planning additional provision and for the overall delivery of the curriculum for children with special educational needs and disabilities on a day-to-day basis. The evaluation process measures the impact and quality of the various support and interventions planned by the class teachers.

3.e) How are decisions made about the type and amount of support my child/young person will receive?

SEN support is coordinated by the Headteacher and SENCO who carefully monitor and review that individual targets are being met and that pupils' needs are catered for within the constraints of the financial resources available. The Headteacher, Senco and Governing Body establish a clear picture of the resources that are available to the school and consider their strategic approach to meeting special educational needs within this context. From this point decisions about the type and amount of support that children receive is informed by consultations between: the pupils; parents/carers; Class teachers; Headteacher and Senco; outside agencies; Senior Leadership Team; and, Governors. By working closely with parents and external professionals we seek to cater for the needs of every child who has special educational needs, so they can achieve their potential. To achieve this goal, the type and level of support remains fluid depending on the specific needs of a child at any particular time. If the needs and required provision for a child who has special educational needs meet the criteria for additional funding from an outside source, then a bid for that funding is written by the Headteacher or Senco to further aid the support for that child.

3.f) How will my child/young person be included in activities outside the classroom, school trips?

As a school we highly value the benefit of education outside of the classroom and believe that all children have the right to participate in these experiences. Prior to trips being made, pre-visits are usually made by members of staff and a risk assessment is carried out. All risk assessments consider the needs of children with special educational needs. Where necessary, members of staff meet with parents to discuss any additional support that may be required. We also aim to ensure all children have the chance to be part of a lunch time or after school club.

3.g) What support will there be for my child/young person's overall well-being?

At St. Teresa's we offer a range of services and opportunities to aid in the academic, emotional and spiritual development of all children. Including an on-site School social worker, 3 days a week, trained to deliver support and therapy sessions. This includes play therapy, art therapy, emotional support and behaviour strategies to name just a few. We also offer a range of after school sports and activity clubs, both during and after school, for all age groups.

4. Who is the school/setting's special educational needs co-ordinator (SENCO) and what are their contact details.

The person coordinating the day to day provision for children with special educational needs is the SENCO, Mrs Mullen who can be contacted through the school office.

5. a) What training have staff supporting special educational needs had and what is planned?

The Headteacher and Senco attend relevant special educational needs courses, including local school's special educational needs meetings. From these they are able to facilitate/signpost relevant special educational needs training opportunities for all staff. In so doing, teachers access out of house training where necessary; there are regular INSET days and staff meetings which have a focus on special educational needs. There is also training from the school nursing team and other outside agencies as and when needed. Finally, we plan our staff training around the needs of the children we currently have in school. This is reviewed on an ongoing basis as the needs and circumstances of the children change. Mrs Mullen aims to introduce a 'SEN surgery' on Thursday evenings for staff to talk about any SEN issues with her.

5.b) What specialist services and expertise are available or accessed by the setting/school?

The school also recognises the important contribution that external support services make in assisting to identify, assess, and provide for, special educational needs pupils. External support services may be asked to provide further assessments and advice, and possibly work directly with a pupil. Parental consent is sought for any such additional information. Where appropriate, the school also requests direct intervention/support from a specialist provider. These include from time to time: Family support; Speech and Language Therapy (SALT); Behaviour Intervention Specialists; Health Professionals, including –GPs, the school nurse, the clinical and educational psychologist, community paediatricians, occupational and physiotherapists, Physical Disabilities Service; social services; CAMHS/EHWB (Child and Adolescent Mental Health Service/Emotional Health and Well Being); Faith in Families; and, outreach services including voluntary organisations.

6. How will equipment and facilities to support pupils with special educational needs secured? How accessible is the school/setting?

St. Teresa's has undergone extensive building works, the school currently has disabled access to the School Office and the main school building, with access to the new building and elevator access to the Year 5 and 6 block. Ramp access allows access to all levels of the school. There are three disabled toilets located within the building. Funds are available within the school budget if adaptations to the school building are necessary. The allocation of funding (including the allocation of equipment and facilities) is reviewed on a regular basis to ensure special educational needs provision is effective and best value for money. Every effort is made to cater for the unique needs of each individual pupil with any specialist equipment being applied for through the appropriate channels.

7. What are the arrangements for consulting young people with SEN and involving them in their education?

We value and celebrate each child being able to express their views on all aspects of school life. This is usually carried out when observing lessons or by the children themselves through their class and whole school liturgy groups. There are also annual pupil questionnaires where we actively seek the viewpoints of the pupils. In addition children who have Targets discuss and set their targets with their class teacher and parents and are invited to join reviews if appropriate. Children with higher level needs help in creating and designing their own one page profiles. Furthermore, if your child has an Education Health Care Plan (EHCP) or Statement then their views are always sought before any review meetings.

On the whole we recognise pupil participation is a fundamental right of the child. This is reflected in their involvement in collaborative decision-making throughout all year groups and within the day to day delivery of the curriculum.

8. What do I do if I have a concern or complaint about the SEN provision made by the school/setting?

If a parent or carer has any concerns or complaints regarding the care or welfare of their child the school complaints procedure is published on the school website. This can be found at:

<http://www.stteresasprimaryschool.co.uk/>

9. How does the governing body involve other organisations and services (e.g. health, social care, local authority support services and voluntary organisations) in meeting the needs of pupils with special educational needs and supporting the families of such pupils?

The Headteacher reports to the Governing Body and Academy Trust every term to inform them about the progress of children with special educational needs; this report does not refer to individual children and confidentiality is maintained at all times. In turn the Governing Body ensures that appropriate provision is made for all pupils with special educational needs and also monitors special educational needs support via a report provided by the Headteacher and Senco in conjunction with the link governor for special educational needs. They agree priorities for spending within the special educational needs budget with the overall aim that all children receive the support they need in order to make progress.

The Governing Body recognise the importance of continuing professional development for all staff and support access to special educational needs training. They also recognise the important contribution that external support services make in assisting to identify, assess, and provide for, special educational needs pupils.

10. How does the school/setting seek to signpost organisations, services etc who can provide additional support to parents/carers/young people?

As a school we have a bank of agencies and charitable organisations that we are regularly involved with. We work closely with health care professional and other support services to offer early intervention. If more urgent/specific help is required, we then complete a Common Assessment Framework (CAF) to access a wider range of agencies. The school also seeks advice, as appropriate, around individual pupils, from external support services, Nottingham City Inclusion Support Service for Special Educational Needs, local GP services, School Nurse, District nursing Team, Speech and Language and any other services as deemed appropriate. Parental consent is always sought before a child is discussed and any advice given is shared with the parent/carers. St Teresa's Catholic Voluntary Academy also signposts any parent seeking further support to the special educational needs Local Offer. This is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Nottingham City that have an Education, Health and Care Plan or Statement and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across

education, health and social care, as well as those provided by the private, voluntary and community sectors. You can find Nottingham City's special educational needs Local Offer at: <http://www.nottinghamcity.gov.uk/article/22025/Special-Educational-Needs-SEN-Service> With links directly to the Local offer.

11. How will the school/setting prepare my child/young person to:

i) Join the school/setting?

We encourage all new children to visit the school prior to starting; this provides an opportunity for them to be shown around the school. For children with special educational needs, we encourage additional visits in order to assist with the acclimatisation of the new surroundings. We also visit new starters or children with special educational needs in their current school/nursery. At this point we sometimes find it useful to write social stories if transition is potentially going to be difficult.

ii) Transfer between phases of education (e.g. early years to primary, primary to secondary etc)?

We acknowledge that transition can be a difficult time for some children and their parents/carers. St. Teresa's Catholic Academy aims to support families through this time of change to ensure the transition is as smooth as possible. This will involve the sharing of information and careful planning to provide any additional requirement such as an extra visit to the new environment so the child and family can become familiar with the new setting.

If your child is moving to another school:

- We will contact the school SENCO and ensure he/she knows about any special arrangements or support that need to be made for your child.
- We will make sure that all records about your child are passed on as soon as possible.

When moving classes in school:

- Information will be passed on to the new class teacher and in most cases; a planning meeting will take place with the new teacher. All information will be shared with the new teacher.

In Year 6:

- The SENCO / year 6 teachers will attend the Primary Transition meetings to discuss the specific needs of your child with the SENCO of their secondary school, including the need for extra transition sessions.
- Your child will do focused learning about aspects of transition to support their understanding of the changes ahead.

In addition our partner secondary school; Trinity Catholic School run programs specifically tailored to aid transition for the more vulnerable pupils.

12. Where can I access further information?

You can access further information from our school website. This can be found at:

<http://www.stteresasprimaryschool.co.uk/>

Here you can read the Special Educational Needs Policy and any other policy which may be of interest. If you do not have access to the internet please contact the school office via telephone: **0115 915 5762**