

# St Chad's SEND report



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Written by Elizabeth Stevens

## **Pupils with SEND**

Section 20 Children and Families Act 2014 defines a child as having special education needs and/ or disability (SEND) if he or she “has a learning difficulty or disability that calls for special education provision to be made for him or her”.

### **What can we offer at St. Chad’s R.C. Primary School?**

Here at St. Chad’s RC Primary School, we embrace that every child is unique and created in the image of God, therefore the educational needs of each child are different. We understand that this is certainly the case for those children with additional needs and/or disabilities.

Who is involved at school?

Acting Executive headteacher: Mrs Janine Parker.

SEND Coordinator: Mrs Elizabeth Stevens

To contact me please contact the school office on 0161 205 6965.

Class teachers and teaching assistants.

SEND Link Governor: David Walsh.

To contact me please contact the school office on 0161 205 6965.

### **Kinds of Special Educational Needs that are provided for at St Chad’s RC Primary School**

We provide support for pupils across the four areas of need as laid out in the SEND Code of Practice 2015:

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

In addition to the four areas, we will also consider what is not SEND but may affect progress and attainment (including disability, attendance and punctuality, health and welfare, multi lingual pupils, pupil premium and children who are looked after).

### **Circumstances that may affect progress and attainment, but are not considered as constituting ‘SEND’:**

- Persistent disruptive or withdrawn behaviour does not necessarily mean that a pupil has SEND, although negative behaviour may be an underlying response to a special educational need.
- Slow progress and low attainment do not necessarily mean that a pupil has SEND and will therefore not automatically lead to them being recorded as having SEND. However, they may be indicators 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.
- In addition, difficulties related solely to limitations in English for pupils for whom English is an additional language (EAL), are not SEND.

- Difficulties with attendance, punctuality, health and welfare do not constitute SEND, neither does being identified as a pupil for whom the Pupil Premium grant is paid, being a Looked after Child or being a child of service personnel.

We regularly review the appropriateness of our whole provision, including all their policies, when planning their support and provision for pupils.

### **Identification and Assessment of pupils with SEND**

Pupils are identified as having SEND, and their needs assessed through:

- Information passed on from previous Nursery/Infant/Primary/previous schools
- Baseline testing, progress data, EYFS data and KS1 data
- Feedback from teaching staff and observations
- Pupil Premium interventions
- Referrals from parents
- Pupil Referrals
- Information from health professionals
- When our quality first teaching and personalised learning approach is not enabling the student to make progress.
- All pupils are tracked throughout the year to rigorously monitor progress.
- Parents can raise concerns with the class teacher or SENDCO if they feel their child has SEND.

### **Provision for pupils with Special Educational Needs**

At St Chad's R.C. Primary School, we provide teaching and learning which enables all children to gain access to a broad, balanced and appropriately differentiated curriculum.

Our aim is to ensure all children are supported in order that they may work confidently towards reaching their full potential.

#### **We aim to**

-create an inclusive environment by design. This will be rooted in positive relationships and interactions between teachers and pupils. We will work closely with parents, involving them with identification of need and decision making.

- work closely with pupils to understand what barriers to learning they are experiencing and in which subjects. We will identify what support they need to access the curriculum. We will undertake regular assessments to check that pupils with SEND are making the progress that they should. If progress is not sufficient, we will consider further measures, including work with other agencies and statutory assessment.

-ensure that pupils with SEND have the same opportunity as their peers to access a carefully planned and ambitious curriculum, including enrichment opportunities. They should have access to the same high-quality teaching as their peers. Teachers and teaching assistants will be trained to have the expertise to make effective adaptations to enable pupils with SEND to achieve well.

-ensure that any interventions outside class teaching are carefully matched to address pupils' barriers and are of high-quality in design and implementation. We will ensure that interventions are explicitly linked to the curriculum and add value to teaching in class. 'Teaching assistants should be used to supplement, not replace, the teacher'. (EEF 2020).

-consider, if pupils require individualised support for behaviour, the reasons behind their behaviour and what we can do to address these in a carefully targeted way. We teach learning behaviours alongside managing misbehaviour (EEF 2019).

### **Our teaching is based around the principals:**

- High aspirations.
- Excellent outcomes.
- Promote independence, equality and consideration for others.
- Ensure that success is celebrated.
- Equip our children with the skills attributed for adult life.

All our children receive quality first teaching. This means that a range of teaching and learning styles are used and appropriate learning objectives are set. All classes have time allocated to them for support by a teaching assistant and some pupils are offered additional small group work, interventions as required or personalised provision through time limited programmes or adapted resources.

The curriculum or learning environment may be adapted by groupings that target specific levels of progress.

### **Assessment and evaluating effectiveness of the provision made for pupils with SEND.**

Tracking is completed every term or at the end of the time-limited interventions. Every term ,pupil progress meetings are held with the senior leadership team, the SENCO and the class teacher. At this meeting, we look at the impact of the provision for every pupil and discuss next steps.

### **We operate a graduated approach consisting of four stages, in line with the Code of Practice.**

1. Assess: If a pupil's progress is a concern and they have a barrier to learning, staff speak to the SENCO. An individual monitoring plan, including observations of teaching, assessment of pupils learning, testing, progress checks are completed.
2. Plan: If there is a cause for concern, a parental meeting takes place and the pupil's targets, views and support is discussed.
3. Do: An Individual Education Plan is created for the student and support strategies are shared with staff.
4. Review: Progress is checked and monitored by the SENCO.

At the end of every term, the SENCO reports to governors and also has a meeting with the SEND Link Governor and the head teacher to look at the provision within school. This triangle of support ensures that impact and provision are closely monitored.

Parents are invited in each term to meet with the SEND Coordinator and the class teacher to review the provision, Individual Educational Plan and data for their child. At the meeting we will also invite your child to help look at their aspirations for the future, what is working well, what could be better and outcomes both long term and short term. We also request that parents attend two parent's evenings a year with the class teacher. You may also have contact with any other outside professionals that are supporting school or your child. We also provide a written report for your child each year.

If a pupil has an Education, Health and Care Plan, they will be invited in yearly to review the short term and long-term targets. At this review, we will invite any appropriate professionals needed and if the pupil is in Year 6 the review will take place in the summer term when they have been allocated a high school place and the SENCO from their next placement will be invited. If your child is in Year 5, we will invite a member of the reviewing team from the local authority to the meeting as we discuss the best placement for your children for high school.

Our school offers an open door policy where you are welcome any time to make an appointment to meet with either the class teacher or SENCO, to discuss how your child is progressing.

During times of external and internal examinations, children with special educational needs will be supported, as needed, for example, through:

- 1-1 support
- 1-1 scribes
- 1-1 readers
- Extra time to complete assessment

**Support that is available for improving the social emotional and mental health of pupils with special educational needs.**

Support can be offered by:

- A trained social worker who works with small groups or individual children.
- Pupil Voice

- Targeted support for individual children.
- Robust Safeguarding Policy
- Pupil can talk freely to any adult within school.
- Medication can be administered during the school day, a plan will be put into place for this.

**Staff Training**

- Staff within St Chad's have regular SEND training from the school SENCO or through other agencies.
- The SENCO has the National Award for Special Educational Needs Coordination.

- All staff have had safeguarding training within the last two years and have an annual update.
- Trained first aiders including paediatric first aiders.
- Individual teaching assistants trained on Nuffield Early Language Intervention.

### **What do I do if I have a concern about the school's provision?**

In the first instance, we encourage you to contact your child's class teacher. If you still have concerns, then please contact the headteacher and/or SENCO. In the unlikely event that your concern is not resolved, then please contact our SEND Link Governor or Chair of Governors.

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

We work closely with the following to support your child's needs:

- Physiotherapy
- Occupational Therapy
- Speech and language therapy including the DLD team
- Children and Adolescent Mental Health Service (CAMHS)
- Educational psychology services.
- In reach and Outreach Services from local special schools e.g. Lancasterian, The Grange, Rodney House and Camberwell Park
- School Nurse Team
- Behaviour Support Services
- Specific Learning Difference/Difficulties Teacher (SpLD)

### **The contact details of support services for the parents of pupils with SEND**

#### Information, Advice and Support (IAS) Manchester

0161 2098356

Email: [parents@manchester.gov.uk](mailto:parents@manchester.gov.uk)

#### SEND Independent Supporters in Manchester

0161 2098356

#### Statutory Assessment Team

0161 245 7439

Email: [sen@manchester.gov.uk](mailto:sen@manchester.gov.uk)

#### Travel Coordination Unit

0161 219 6400

Email: [hometoschool@manchester.gov.uk](mailto:hometoschool@manchester.gov.uk)

### Specialist Resource Team

North District: 0161 2457623

Central District: 0161 245 7180

South District: 0161998 7280

Email: [shortbreaks@manchester.gov.uk](mailto:shortbreaks@manchester.gov.uk)

### Early Help Hubs

North District: 0161 234 1973

Central District: 0161 234 1975

South District: 0161 234 1977

### CAMHS:

North Manchester District CAMHS 0161 203 3250

South Manchester District CAMHS 0161 902 3400

Central Manchester District CAMHS Service 0161 701 6880

Salford CAMHS Service 0161 211 7260

Other services including Speech and Language therapy and Occupational Health service can be accessed through the school Nurse –

0161 241 2813

### Early Help Assessment

As part of our support for children and parents in our school, we provide regular opportunities to consult with support services and health agencies. This sometimes includes completing the Early Help Assessment to support the family as well as the pupil. We also make use of the Caritas Charity.

We will discuss the needs of the individual/family in school and plan together the best use of advice and support from other agencies to ensure there is a coordinated approach.

### **How will your child be included in activities outside the classroom including trips?**

- Where possible, provision will be made for all pupils to access all areas of the curriculum including extra-curricular activities.
- We will always contact the parent before a planned activity if we think your child may require additional support to meet required health and safety standards.
- This may involve a specific risk assessment being completed to identify any additional support needs your child may have to ensure full participation.

### **Transition and Accessibility.**

We encourage all new children and parents to visit the school prior to starting. They will be able to have a tour of the building, meet the class teachers and see the environment their child will be

learning in. Parents will also be able to speak to a member of staff and any important information can be passed over at this point. Our school has a disabled toilet

If your child is due to enter the nursery they will be given a welcome pack with systems and routines. A home visit will also be arranged. If they are transferring from another setting, the nursery staff will make contact with the other setting and arrange a visit to observe the child in their current setting and speak to the staff currently working with your child.

If a pupil is entering our school into Year 1 – 6 we will contact the previous school to gather information to support in year transitions from other schools. Meetings are held with the previous school if it is felt necessary. When pupils are preparing to move to high school visits to the school are arranged. For children with SEND additional visits are arranged. A synopsis of the pupils needs is also sent up to the school for distribution amongst staff.

If a pupil has an Education, Health and Care Plan, the high school will be invited into our school to meet with parents, class teacher and SEND coordinator.

Transitions within school are carefully planned and opportunities to visit new classroom are arranged. We also have handover meeting where the specific needs, strategies and techniques to support pupils are discussed.

### **Parental involvement**

- St Chad's warmly welcomes parental involvement in school life.
- Throughout the year you will be invited into school to take part in activities such as harvest, Christmas and Easter.
- We are happy to offer individual appointments to discuss specific issues with you about your child's progress.

### **Local Authority Local Offer.**

Each local authority must produce a local offer. Please find links below to Manchester, Salford, Rochdale and Oldham's local offer.

- Manchester [www.manchester.gov.uk/sendlocaloffer](http://www.manchester.gov.uk/sendlocaloffer)
- Salford [www.salford.gov.uk/children-and-families/local-offer-specialeducational-needs/](http://www.salford.gov.uk/children-and-families/local-offer-specialeducational-needs/)
- Rochdale [www.rochdale.gov.uk/schools-and-education/specialeducational-needs/Pages/send---the-local-offer](http://www.rochdale.gov.uk/schools-and-education/specialeducational-needs/Pages/send---the-local-offer)
- Oldham

[www.oldham.gov.uk/info/200368/children\\_and\\_young\\_people\\_with\\_special\\_educational\\_needs\\_and\\_disabilities](http://www.oldham.gov.uk/info/200368/children_and_young_people_with_special_educational_needs_and_disabilities)

If you have any further queries about St Chad's R.C. Primary school, please contact the school office on 0161 205 3496 and you can speak to the SENCO, Mrs Elizabeth Stevens.