

St. Helen's Catholic Primary School



SEN/D Information Report

June 2016

This is a report to inform parents and carers of the provision that St Helen's Catholic Primary School offer to the pupils with SEN/D that attend our school.

The types of Special Educational Needs / Disabilities (SEND) that are provided for in St Helen's:

The school is constructed in line with current disability legislation so is able to accommodate pupils with all forms of SEN/D. whether they be cognitive, physical, social/ emotional and communication.

The facilities provided by the school to assist access to the school by disabled pupils, parents and carers:

- Soft Play Room and Sensory Suite
- Hygiene Room located on the 1st floor
- A disabled toilet on the Ground Floor near the main entrance
- A lift
- A cookery Room which can be used for life skills lessons
- The school has a number of rooms which can be used for any interventions which are not classroom based, for example the library and ECaR rooms

The school also has disabled parking spaces at the Chargeable Lane entrance to the building.

The school is constantly remodelling and developing the land to give the children a wide variety of out of class learning and social experiences such as the woodland and gardening areas. These facilities are accessible to the children and also cater for their various needs.

Arrangement for identifying children with SEN/D and assessing their needs:

Pupils with SEN/D may be identified by:

- The pupil
- Parent or carer
- External Agencies or previous educational settings
- Staff at St Helen's

When children have identified SENS before they start at St Helen's the school will work with people who already know the pupil and use information already available to support them in school.

When a child is at school and we have any concerns the Special Needs Co-ordinator (SENCo) will observe the child in class or individually. If you think your child has SEND please speak to the Class Teacher or Miss Bullock. The school will listen to your concerns and assess your child.

Staff will observe your child in class or on the playground and may carry out some further assessment tests. The school will share with you the outcomes and agree on further steps to support the child.

If it is found that the child has difficulties the school will discuss these with the parent and introduce some interventions in the form of group or individual support. If the child has a "significantly greater difficulty in learning than the majority of others of the same age" the school will liaise with external agencies for strategies and support.

The name and contact details of the SENCo:

The SENCo is Miss Ann Bullock who can be contacted through the school office (020 7476 1785)

Assessment:

A pupil's needs can be assessed in a number of ways including:

- Talking with the pupil
- Work in class, individually or in groups
- Observation of interactions with adults and peers in the class or at other times
- Development of Individual Support Plans or IEPs
- Baseline assessments on entry to pre-school, nursery or reception classes
- The Early Years Foundation Stage Profile
- Progression through the P scales (from Year 1) or Developmental Journal
- Assessing pupil progress through Target Tracker

Arrangements for consulting parents of pupils with SEN/D and involving them in their child's education:

- The school will discuss referrals with parents prior to any paperwork being sent out and ensuring that parental approval is given.
- Parents are invited to regular Parent / Teacher interviews which the SENCo may attend.
- Parents are also invited to termly IEP meetings or Annual Reviews if appropriate. Their views will be sought, valued and recorded.
- The SENCo is non-class based so is available to meet with parents at other times.
- The school will assist parents in seeking additional support for their child's needs outside the school for example seeking respite care.

Arrangements for consulting children with special educational needs and involving them in their education:

- The school will as far as possible hold child-centred reviews. The views of the pupils will be sought, valued and recorded. The children will be invited to the meetings – the length of time they attend will be dependent on their needs.
- If a pupil is non-verbal the school will try to ascertain their views through signing, assistive technology and observation of behaviour.
- Children will be asked by the SENCo how they think they have progressed, any difficulties they still have and anything extra the school could do to support them.

Arrangements for assessing and reviewing children's progress towards targets, including the opportunities available to work with parents as part of the review:

The school will use a number of strategies to review progress namely:

- Parent-teacher meetings (termly) in which the child is included. Targets will be explained to the pupil and parent together.
- Pupils will review their targets which are in the back of their English and mathematics books.
- Evidence in work or general classroom observations (including videos and photographs)
- Formal or anecdotal observations made by Support Staff.
- Meetings with External Agencies to which parents are invited.
- Review of progress made against IEP targets.
- Use of tracking programmes such as Bsquared or Target Tracker which shows progress between given dates

The approach to teaching pupils with SEND:

- Quality First Teaching is available for all our children. This will include differentiation appropriate to the needs of all The Teaching Assistants within the class will be deployed to support groups within the classroom.
- It is our aim that as far as possible, pupils with SEND at St Helen's are educated with their peers in the mainstream classroom. Those with HNF may be allocated an additional adult who will support them within the class. The aim of this support is to enable the pupil to access the curriculum with their peers, whilst at the same time not compromising their independence.
- The lesson may be differentiated according to:
 - Time given to the task
 - Materials or resources used in the task
 - The amount of adult support given.
 - The outcome of the lesson, that is, what the children are expected to have learned or produced.

Sometimes a child may be supported by out of class interventions and these include:

- Every Child a Reader (ECaR)
- Therapeutic Story Group – for children lacking confidence.
- Rainbow Group – for children suffering bereavement or separation.
- Counselling from the Brentwood Catholic Children's Society/
- Maths Interventions
- Colourful Semantics – later used independently in the classroom setting to develop vocabulary
- ASDAN programme – developing life skills and easing transition for pupils
- Anger Management
- Life skills such as visits to the shops, travelling on public transport
- Attention- Autism groups
- Parent-child Interactions
- Box Clever or Narrative groups
- Before and After-school clubs include booster classes or targeted homework clubs providing additional support for children.
- The school will devise a programme to meet the needs of individual children. For those with funding this will be in the form of a Support Plan. For other pupils this will be recorded in an IEP. All groups will be recorded on the Provision Map
- Although a small number of pupils with more significant learning, **physical or** emotional needs may have individual support for part or the whole of the day the primary aim of the school is to, whenever possible, engender independence and resilience to prepare the pupils for the next stage in their education and adulthood.

The approach to teaching pupils with SEND:

- How adaptations are made to the curriculum and the learning environment for children with SEND:
- Teachers provide differentiation and challenge in their day to day classroom practice. For most pupils this meets their needs but others may need to have greater support or their work adapted. Examples of this include:
 - TAs working with targeted children in class may differentiate through support given
 - TAs work with the class teacher to provide a more individual programme for the pupil, enabling the pupil to remain meaningfully in class for the majority of the time
 - TAs working with the class teacher and external agencies to provide an individualised/ sensory programme incorporating therapies and activities into the daily schedule.
- The aim of all adaptations made to the curriculum is to provide the pupil with as many opportunities as possible to engage in learning with their peers.

Expertise and training of staff to support children with SEN/D:

All staff are trained to work with pupils with SEND. Quality First Teaching for all is essential

- The SENCo is qualified to undertake formal assessments of Specific Learning Difficulties. She has also worked extensively with children with Autism, Emotional and Behavioural Difficulties and language disorders.
- 1 member of staff has been specifically trained to deliver the ECaR programme
- The school employs a Speech Therapist (0.2) and Counsellor (0.2) from the school's own budget. The Speech Therapist has been able to deliver programmes usually located in clinical setting in the school thus enabling more parents to take up this support for their children.
- The school also buys into the Educational Psychology Team
- All teaching staff receive training to develop their expertise and delivery within the classroom. This training is provided either in-house or externally.
- Our experienced team of SEN Support Staff regularly up-date their skills and knowledge by attending relevant courses or receiving training within the school environment.

Recent training in school has included:

- Hoisting, enteral feeding and Evachair procedures
- Members of Support Staff visiting a Special School and shadowing staff
- Colourful Semantics
- Intensive Interaction
- Parent –Child Interaction
- Box Clever and similar narrative groups across the Early Years.
- Assistive Technology
- Attention Autism Groups
- SCERTS (Newham's new approach to working with children with ASD)
- Epi-pen and Emergency Medication procedures
- Prevent and other Safeguarding Training#

How the school involves other bodies in meeting children's special educational needs and supporting their families:

The school works very closely with a number of agencies to assess the children's needs and to plan for further strategies. The school accesses the following services:

- Wheelchair services
- Occupational Therapy
- Speech and Language Therapy
- Complex Needs and Dyslexia Team
- School Nursing Team
- Educational Psychology Services.
- Newham Child and Family Consultation Services
- Behaviour Support Services
- Brentwood Catholic Children's Society
- Language, Communication and Interaction Services
- Speech and Language Team – and feeding therapists
- Physiotherapy Team
- Hospital Teams – GOSH and Royal London

How the school supports pupil overall well-being and contributes to their emotional and social development. How it listens to the views of pupils with SEND and the measures it takes to prevent bullying:

- PSHCE/ SEAL Curriculum
- Rainbow group
- Therapeutic Story Groups
- Self-esteem groups
- Access to the Brentwood Catholic Children's Society Counsellor
- Anger Management from Pastoral Care Leader as needed.
- Recognition of all pupil successes in the weekly Golden Book
- Feelings Box in all KS2 classes
- Emphasis on safeguarding. School has provided online-safety workshops for pupils and parents alike.
- Safeguarding display in a prominent position visible to all
- Anti-bullying statement deemed as outstanding by Local Authority
- Training for all staff in prevent duties.
- Any incidents of bullying or what is perceived to be bullying are recorded and followed up by the Head Teacher or other members of SLT
- Pupil views are valued and shared through the School Council and Mini Vinnies after-school club.
- System of prefects and play leaders
- Wide range of after-school clubs
- Wide range of opportunities to participate in sport available during lunch and after school
- Cookery curriculum allows pupils to learn about healthy eating. Opportunities for promoting conversational skills through the family style eating of the meal together
- Pupils with SEND have their views noted during formal reviews.

Arrangements for supporting children in moving between phases of education and preparing for adulthood:

- Before any child joins St Helen's there is always a rigorous system of exchanging information. This is carried out by the Head Teacher and SENCo when necessary. All children will have a pre-visit to the school led by the SENCo and parents have the opportunity to share any concerns. If a child with SEN/D is due to join the school any external agencies will be notified.
- In Year 5 members of staff from Secondary School will attend the Annual Review so that they can discuss with parents, the child and existing staff the needs of the child, strategies used and how the child's needs can best be met at Secondary School.
- In Year 6 we will have further consultations as well as transition visits (additional to those offered to all children in the cohort).
- Transition skills as highlighted in the ASDAN programme may be incorporated into a transition programme.
- The SENCo and Head Teacher are available to meet any parents who have concerns regarding transition arrangements.
- The SEN Support Team also make resources to support the child during transition such as transition booklets etc.
- A similar model is used for any child who may be transferring to or from St Helen's mid-phase. The school will be in contact with the receiving school and records will be transferred. If appropriate pre or assessment visits will be arranged.
- Year 6 Residential trip develops independence and resilience
- Group led by BCCS supports children in making right choices in Secondary School
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Annual Reviews of IEPs or Higher Needs Funding are Child Centred and children are asked to give their views verbally or using other forms of assistive communication where appropriate.

1. Arrangements for assessing and reviewing children's progress towards outcomes.

Children's progress is tracked using:

- Observations in class and social situations by staff or external agencies.
- Using "Target Tracker" which is the school's tracking system.
- Children working at P Levels have their progress tracked using the CASPA tracking system.
- Individual Education Plans (IEPs) which are reviewed 3 times each year.
- Teachers continue to review pupil progress against National Curriculum levels for the majority of pupils with SEN/D but for a small number of pupils the school uses P Levels.
- The school is currently working towards assessing pupils without levels.
- The school uses end of unit/ year assessments, standardised reading tests, pupil progress meetings and pupil progress meetings.
- Books are regularly scrutinised by the Senior Leadership Team and Subject Leaders.

All pupils are assessed through the school's tracking procedures. It may become apparent that a child is not achieving at the expected level or making the required progress. Additional group support is initially offered. If a child continues to be of concern the school may allocate some additional 1-1 support with an adult for a limited period.

However a small number of children require permanent 1-1 support and receive Higher Needs Funding (HNF). The HNF procedure requires the SENCo to present a case to representatives from the Local Authority detailing the specific needs of the child.

2. Arrangements for supporting children in moving between phases of education.

3. Adaptations made to the curriculum.

As far as possible children with SEN/D are taught the same subject content as their peers although this will be at a level appropriate to their needs. This differentiation is delivered by the Class Teacher working in conjunction with Support Staff. For those pupils who cannot gain meaningful access to an area of the curriculum or in cases where alternative content is more appropriate the curriculum will be adapted further. For example if a child is unable to access and Educational Visit then an alternative venue will be offered. Another example would be the school's use of the ASDAN programme which develops life skills in context for Year 6 pupils who may find transition an issue.

4. How children with SEN/D are enabled to engage in activities available with children who do not have SEN/D.

Children with SEN/D spend the majority of their time in class with their peers, although at times it may be necessary to withdraw a child from class if specific programmes such as physiotherapy or speech therapy are more appropriately delivered out of the class.

The class sees the purpose of intervention groups as enabling the child to gain more socially or academically whilst being in the class. Therefore thought is put into tailoring groups to the needs of the children.

5. Support for improving emotional and social development.

The School prioritises the safe-guarding of all children. The safeguarding Lead is Mrs G Hicks and her deputy is Ms L van Biljon.

The school also strives to meet the emotional needs of the children through:

- PSHCE/SEAL curriculum
- In-school Counsellor
- Rainbow group (separation and bereavement)
- Self- esteem groups

6. Contact details of support services available for pupils with SEN/D.

The SENCo is able to give parents the name and contact details of all people working with their children or details of other services they may wish to consider.

7. Details of School's contribution to the Local Offer.

Details of the School's contribution to the Local Offer can be found on the school's website under Inclusion.

8. Arrangements for supporting children who are looked after by the Local Authority and also have SEN.

Class Teachers have responsibility for the education of all children including those with SEN/D. Within the classroom teachers use various teaching approaches to meet the needs of all children, whether they are Higher Achieving Pupils or those with additional needs.

The school offers an imaginative and invigorating curriculum offering all children the opportunity to find a learning style which best meets their needs. All children are offered this curriculum. Some children may be offered additional learning opportunities such as life-skills, Signing or Assistive Technology specific to their needs.

9. Arrangements for providing equipment and facilities for children with SEN/D.

The SENCo has a budget which enables her to purchase appropriate resources for use within the classroom or groups. Other resources or equipment may be loaned by external agencies (such as wheelchair services), or the SENCo may be advised to purchase these items.

10. Arrangements for handling complaints from parents of children with SEN/D about the provision made at the school.

If a parent has any concerns about their child's learning they should initially speak to the class teacher who will meet with them to discuss their concerns. The SENCo or Deputy SENCo may be invited to this meeting.

If a parent is dissatisfied with the opportunities available to their child or progress being made an appointment should be made to speak to the SENCo who will help with any issues raised.

Most concerns can be resolved within the school but if the issue is not concluded to a parent's satisfaction they should follow the school's complaints procedure which can be found on the website or is available in the School Office.