



English Martyrs Catholic Primary School



"where everyone is special"

(Produced September 2014)

Introduction

The new approach to supporting children with special educational needs and disabilities began in September 2014 and places pupils at the centre of planning. The key principles of the new legislation are:

Young people and their families should be involved in discussions about the support they need, so they can share their knowledge and feed back to the school on the young person's progress.

Education, health and care plans (EHC) will replace statements of special educational needs. New assessments for additional educational needs will follow the EHC guidelines from September 2014. (Existing statements will remain in force until all children and young people have completed the transition, which will be within three years).

School Action and School Action Plus will cease and be replaced by a single school-based category for children who need extra specialist support.

English Martyrs Catholic Primary School looks forward to working with pupils and parents/carers to ensure fully inclusive access to our education. We recognise the diverse educational needs within its community and we believe we have a duty to offer that provision where we can, to foster inclusion and provide full educational access.

1. What type of school are we?

English Martyrs Catholic Primary School is a one form entry Mainstream School. The Head Teacher, Governors and SENCO oversee the school's policy for inclusion and are responsible for ensuring that it is implemented effectively throughout the school. The school curriculum is regularly reviewed to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom. Children with disabilities are included on all school visits and residential. Currently there is access to a disability toilet and wet room which houses hydraulic changing bed. The school has ramped access to most building entrance points to ensure they are fully wheelchair accessible. Safety perimeter fencing has been installed.

Parents/carers can access the school policies on its website for:

- Special Educational Needs
- Safeguarding
- Behaviour
- Equality & Diversity

The policies comply with the SEN Code of Practice 2014, The Disability Discrimination Act 1995 and The Equality Act 2010.

2. How does the school identify children/young people who need extra help and what should I do if I think my child may have special educational needs?

Pupil Progress meetings are held on a termly basis with class teachers, senior leaders including the Head Teacher to discuss each individual child's progress. To assist the school in determining whether a child is making satisfactory / unsatisfactory progress, the school uses an online tracking and data analysis system. If a child is identified as making inadequate progress, meetings are held with parents, SENCO and class teacher. On a daily basis children's progress is assessed and concerns may be reported to the SENCO or parents before the end of term analysis. Parents are offered formal Parent Consultation meetings in the Autumn and Spring Term however there is an, 'Open door' policy to enable parents to raise concerns with class teachers, SENCO or Head Teacher.

3. How will both you and I know how my child is doing and how will you help me to support my child's learning?

Individual Education Plans (IEPs) are sent home and home/school contact books are in place where needed. Termly reviews meetings are held where parents, SENCO, class teacher and outside agencies discuss progress and next steps and appropriate resources and strategies. Prior to the meeting, parents/carers are given the opportunity to complete a short 'Parental Contribution Report' in order their views are heard and recorded. Pupils also make a contribution to the reviews in order that their voice is heard. If outside agencies are involved often they will have completed diagnostic or standardised tests prior to the review. Informal chats and updates are provided.

Outside agencies attend reviews and individual meetings with parents can be arranged in order to advise on strategies and resources for use at home. A Parent Curriculum meeting is planned for each class at the beginning of the year to explain how learning is planned and how parents/carers can help to support this outside of the school.

4. How will the school let me know if they have any concerns about my child's learning at school?

If your child is identified as not making progress, the school will set up a meeting to discuss this with you in more detail and to:

- Listen to any concerns you may have.
- Plan any additional support your child may need.
- Discuss with you any referrals to outside professionals to support your child.

5. How will the teaching be adapted for my child with SEND?

Class teachers plan lessons according to the specific needs of all groups of children in their class (including using SMART targets) and will ensure that your child's needs are met.

Support staff, under the direction of the class teacher, can adapt planning to support the needs of your child where necessary. Specific resources and strategies will be used to support your child individually and in groups. Planning and teaching will be adapted, on a daily basis if needed, to meet your child's learning needs.

6. Who are the best people to speak to discuss my child's difficulties with learning, Special Educational Needs or Disability?

The class teacher who is responsible for:

- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be targeted work or additional support) and letting the Special Education Needs/Disabilities Co-ordinator (SENCO) know as necessary.
- Writing Pupil Progress targets/Individual Education Plans (IEPs), and sharing and reviewing these with parents at least once each term and planning for the next term.
- Personalised teaching and learning for your child as identified on the school's provision map.
- Ensuring that the school's SEN Policy is followed in their classroom and for all the pupils they teach with any SEN.

The SENCO: Mrs Y. Butterfield is responsible for:

- Developing and reviewing the school's SEN policy.
- Co-ordinating all the support for children with special educational needs or disabilities (SEND)
- Ensuring that you are
 - i) involved in supporting your child's learning
 - ii) kept informed about the support your child is getting
 - iii) involved in reviewing how they are doing.
- Liaising with all the other people who may be coming in to school to help support your child's learning, e.g. Early Intervention Service, Speech and Language Therapy, Educational Psychology.
- Updating the school's SEN register (a system for ensuring that all the SEND needs of pupils in this school are known) and making sure that records of your child's progress and needs are kept.
- Providing specialist support for teachers and support staff in the school, so that they can help children with SEND in the school to achieve the best progress possible.

The Head Teacher: Mrs G. Deery is responsible for:

- The day-to-day management of all aspects of the school; this includes the support for children with SEND.
- The Head teacher will give responsibility to the SENCO and class teachers, but is still responsible for ensuring that your child's needs are met.
- The Head Teacher will ensure that the Governing Body is kept up to date about issues relating to SEND.

The SEN Governor: Mrs I. Juanola-Borrat is responsible for:

- Making sure that the necessary support is given for any child with SEND who attends the school.

7. How is extra support allocated to children and how do they progress in their learning?

The school budget, received from Warwickshire LA, includes money for supporting children with SEN.

The Head Teacher decides on the deployment of resources for Special Educational Needs and Disabilities, in consultation with the school governors on the basis of needs in the school. The Head Teacher and the SENCO discuss all the information they have about SEND in the school, including the children getting extra support already, the children needing extra support, the children who have been identified as not making as much progress as would be expected. From this information, they decide what resources/training and support is needed. The school identifies the needs of SEN pupils on a provision map. This identifies all support given within school and is reviewed regularly and changes made as needed, so that the needs of children are met, and resources are deployed as effectively as possible.

8. What are the different types of support available for children with SEND at our school?

a) Class teacher input, via excellent targeted classroom teaching (Quality First Teaching).

For your child this would mean:

- That the teacher has the highest possible expectations for your child and all pupils in their class.
- That all teaching is built on what your child already knows, can do and can understand.
- That different ways of teaching are in place, so that your child is fully involved in learning in class. This may involve things like using more practical learning.
- That specific strategies (which may be suggested by the SENCO) are in place to support your child to learn.
- That your child's teacher will have carefully checked on your child's progress and will have decided that your child has a gap or gaps in their understanding/learning and needs some extra support to help them make the best possible progress.

b) Specific group work

- Intervention which may be: Run in the classroom or a group room.
- Run by a teacher or a teaching assistant (TA).
-) Specialist groups run by outside agencies, e.g. Speech and Language therapy

c) SEN Code of Practice 2014: School Support (SS)

This means a pupil has been identified by the SENCO/class teacher as needing some extra specialist support in school from a professional outside the school. This may be from:

- Local Authority central services,
- Outside agencies such as the Education Psychology Service (EPS), Integrated Disability Service (IDS), Early intervention Service (EIS)

What could happen:

You may be asked to give your permission for the school to refer your child to a specialist professional, e.g. a Speech and Language Therapist or Educational Psychologist. This will help the school and you to understand your child's particular needs better and be able to support them more effectively in school.

The specialist professional will work with your child to understand their needs and make recommendations as to the ways your child is given support.

9. Who are the other people providing services to children with SEND in our school?

School provision:

- Teachers responsible for teaching SEN groups/individuals on a part-time basis.
- Teaching Assistants and HLTAs mainly working with either individual children or small groups.
- ICT support in the form of writing and maths programmes according to need.

Local Authority Provision delivered in school:

- Autism Outreach Service
- Educational Psychology Service
- Sensory Service for children with visual or hearing needs
- Parent Partnership Service
- SALT (Speech and Language Therapy)
- Health Provision delivered in school
- School Nurse
- Occupational Therapy
- Physiotherapy
- CAMHS

10. How can I let school know that I am concerned about my child's progress?

If you have concerns about your child's progress, you should speak to your child's class teacher initially. If you continue to be concerned that your child is not making progress, you may speak to the Special Education Needs/Disabilities Co-ordinator (SENCO).

The school SEN Governor can also be contacted with all correspondence sent via school.

c) Specified individual support

This type of support is available for children whose learning needs are severe, complex and lifelong.

This is usually provided via a Statement of Special Educational Needs or an Education, Health and Care Plan (EHCP). This means your child will have been identified by professionals as needing a particularly high level of individual or small-group teaching.

This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups ("Including All Children" documentation from LA).

Your child will also need specialist support in school from a professional outside the school. This may be from Local Authority central services such as the ASD Outreach Team, Behaviour Support or Sensory Service (for students with a hearing or visual need). Outside agencies such as the Speech and Language Therapy (SALT) Service.

For your child this would mean:

The school (or you) can request that Local Authority Services carry out a statutory assessment of your child's needs. This is a legal process which sets out the amount of support that will be provided for your child.

After the request has been made to the 'Panel of Professionals' (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case, they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the current support.

After the reports have all been sent in, the Panel of Professionals will decide if your child's needs are severe, complex and lifelong. If this is the case, they will write a Statement of Special Educational Needs or an Education Health Care Plan (EHCP). If this is not the case, they will ask the school to continue with the current level of support and also set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible.

The Statement or EHC Plan will outline the number of hours of individual/small group support your child will receive from the LA and how the support should be used, and what strategies must be put in place. It will also have long- and short-term goals for your child.

11. How are the teachers in school helped to work with children with SEND and what training do the teachers have?

The SENCO's job is to support the class teacher in planning for children with SEN.

The school provides training and support to enable all staff to improve the teaching and learning of children, including those with SEN. This includes whole school training on SEN issues, such as Autism Spectrum Disorder (ASD) and speech and language difficulties.

Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class.

12. How will we measure the progress of your child at school?

Class teachers plan lessons according to the specific needs of all groups of children in their class and will ensure that your child's needs are met.

Support staff, under the direction of the class teacher, can adapt planning to support the needs of your child where necessary. Specific resources and strategies will be used to support your child individually and in groups.

Planning and teaching will be adapted, on a daily basis if needed, to meet your child's learning needs.

Your child's progress will be continually monitored by his/her class teacher.

His/her progress will be reviewed formally with the Head Teacher and SENCO every term in reading, writing and numeracy. At the end of each key stage (i.e. at the end of year 2 and year 6), all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do and are the results that are published nationally.

Where necessary, children will have an IEP based on targets set by outside agencies specific to their needs. Targets will be set and designed to accelerate learning and close the gap. Progress against these targets will be reviewed regularly, evidence for judgements assessed and a future plan made. The progress of children with a statement of SEN/EHC Plan will be formally reviewed at an Annual Review with all adults involved with the child's education.

The SENCO will also check that your child is making good progress within any individual work and in any group that they take part in.

Regular book scrutinies and lesson observations will be carried out by the SENCO and other members of the Senior Leadership Team to ensure that the needs of all children are met and that the quality of teaching and learning is high.

13. What support do we have for you as a parent of a child with SEND?

The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school, so that similar strategies can be used.

The SENCO is available to meet with you to discuss your child's progress or any concerns/worries you may have.

All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report.

Personal progress targets /IEPs/ IBPs will be reviewed with your involvement every term.

Homework will be adjusted as needed to your child's individual requirements.

A home-school contact book may be used to support communication with you when this has been agreed to be useful for you and your child.

14. How is English Martyrs accessible to children with SEND?

The school is fully compliant with the Disability Discrimination Act (DDA) 1995 requirements.

The school is on a split-level with easy access and double doors and ramps.

The front desk has a wheel-chair height section and is DDA compliant.

There are two disabled toilets, shower area and changing facilities.

We ensure where ever possible that equipment used is accessible to all children regardless of their needs.

After-school provision is accessible to all children, including those with SEN.

Extra-curricular activities are accessible for children with SEN.

15. How will we support your child's emotional and social development?

We recognise that some children have extra emotional and social needs that need to be developed and nurtured. These needs can manifest themselves in a number of ways, including behavioural difficulties, anxiousness, and being uncommunicative.

All classes follow a structured PSHE (Personal, Social, Health and Economic education) curriculum to support this development. However, for those children who find aspects of this difficult we offer lunchtime and playtime support through planned activities and groups. If your child still needs extra support, with your permission the SENCO will access further support through the Common Assessment Framework (CAF) process.

16. How will we support your child when they are joining or leaving this school or moving to another class?

We recognise that transitions can be difficult for a child with SEN, and we take steps to ensure that any transition is as smooth as possible.

If your child is joining us from another school:

The SENCO will visit pre-schools with the Foundation Stage Leader when appropriate.

If your child would be helped by a book/passport to support them in understand moving on, then one will be made for them.

Your child will be able to visit our school and stay for a taster session, if this is appropriate.

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. Where possible, a planning meeting will take place with the SENCO from the new school.

We will make sure that all records about your child are passed on as soon as possible. If your child would be helped by a book/passport to support them in understand moving on, then one will be made for them.

When moving classes in school:

Information will be passed on to the new class teacher in advance and in most cases a planning meeting will take place with the new teacher. IEP s will be shared with the new teacher. If your child would be helped by a book/passport to support them in understand moving on, then one will be made for them.

In Year 6:

The SENCO will discuss the specific needs of your child with the SENCO of the child's secondary school. In most cases, a transition review meeting to which you will be invited will take place with the SENCO from the new school.

Your child will participate in focused learning relating to aspects of transition, to support their understanding of the changes ahead. Where possible, your child will visit their new school on several occasions, and in some cases staff from the new school will visit your child in this school. If your child would be helped by a book/passport to support them in understand moving on, then one will be made for them.