

Special Educational Needs and Disabilities Information Report for Parents/Carers



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Special Educational Needs and Disabilities Information Report for Parents/Carers

All Cheshire West and Chester schools have a similar approach to meeting the needs of pupils with Special Educational Needs and are supported by the local authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school.

All schools are supported to be as inclusive as possible, with the needs of pupils with Special Educational Needs and Disabilities being met in a mainstream setting wherever possible.

The 2014 SEND Code of Practice defines Special Educational Needs as follows:

‘A child or young person has SEND if they have a learning difficulty which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- a) Has a significantly greater difficulty in learning than the majority of others the same age, or
- b) Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post 16 institutions.’

The four broad ‘areas of need’ identified in the 2014 SEND Code of Practice are:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and Physical Needs

What is the Local Offer?

The LA Local Offer

The *Children and Families Bill* became enacted in 2014. From this date, Local Authorities and schools are required to publish and keep under review information about services they expect to be available for the children and young people with Special Educational Needs and Disabilities (SEND) aged 0-25. This is the ‘Local Offer’.

The intention of the Local Offer is to improve choice and transparency for families. It is also an important resource for parents in understanding the range of services and provision in the local area.

The School SEND Information Report

This Special Educational Needs and Disabilities (SEND) Information Report is written in the form of frequently asked questions from a parent/carer’s point of view. This report should be read in conjunction with the school’s current SEND Policy which is also available on the school’s website and Cheshire West and Chester’s Local Offer available online at:
livewell.cheshirewestandchester.gov.uk/

At St Bede’s Primary School, we embrace the fact that every child is different, and, therefore, the educational needs of every child are different; this is certainly the case for children with Special Educational Needs.

<p>Who are the best people to talk to if I am concerned about my child's progress?</p>	<p>If you have concerns about your child's progress, you should speak to your child's class teacher initially.</p> <p>If you continue to be concerned that your child is not making progress, you may speak to Mrs Langton, the Special Education Needs and Disability Co-ordinator (SENDCo) or Ms Conlon, Head Teacher</p> <p>In the unlikely event that your concern is not resolved you may wish to contact the Chair of Governors or the SEND Governor.</p>
<p>How will the school let me know if they have concerns about my child's progress?</p>	<p>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</p> <ul style="list-style-type: none"> • 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.
<p>How does St Bede's Catholic Primary School identify and assess a child's special educational need?</p>	<p>Children with SEND are identified by one of three main assessment routes within school:</p> <ol style="list-style-type: none"> 1. The progress of every child is monitored at termly pupil progress meetings held between teachers, the Senior Leadership Team and the SENDCo. 2. Class teachers' ongoing assessment and observation of the child's daily progress and emotional well-being in the classroom. 3. Parental concerns. <p><u>Quality First Teaching</u></p> <p>Each class teacher uses excellent targeted classroom teaching (Quality First Teaching), making adjustments to meet the needs of all children.</p> <p>For your child this would mean:</p> <ul style="list-style-type: none"> • 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 • 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 • Specific strategies (which may be suggested by the SENDCo) are in place to support your child to learn • 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 <p><u>Group Work</u></p> <p>Specific group work may be undertaken as part of this process, including targeted interventions which may be:</p> <ul style="list-style-type: none"> • Run in the classroom or outside

- Run by a teacher or a teaching assistant (TA)
- Run by outside agencies e.g. Speech and Language Therapy

Next Steps

You may be asked to give your permission for the school to refer your child to a specialist professional, such as a Speech and Language Therapist or Educational Psychologist. This will help both you and the school understand your child's particular needs better, meaning we will be able to better support them in school. During this process, the specialist professional will work with your child to understand their needs and make recommendations as to how your child can be best supported.

Specialised Individual Support

This type of support is available for children whose learning needs are severe, complex and lifelong. This is provided through an Education, Health and Care Plans (EHCP). This means that 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, which cannot be overcome through Quality First Teaching and intervention groups.

Your child may also need specialist support in school from professionals outside the school. This may be from:

- Local Authority Central Services, such as the ASD Outreach Team
- Sensory Services, for students with a hearing or visual need
- Outside agencies, such as the Speech and Language Therapy Service (SALT)

For your child, this would mean:

- The school (or you) can request that the 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', they will decide whether they think your child's needs seem complex enough to need a statutory assessment, based on the paperwork provided. This submission will include a lot of information about your child, including some of which you will provide. 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 an Education Health Care Plan (EHCP) for your child. If this is not the case, they will ask the school to continue with the current level of support. Additionally, a meeting will be arranged with school to develop a plan that will ensure your child makes as much progress as possible.
- The Education Health Care Plan (EHCP) will outline the support your child will receive from the Local Authority, how this support should

	<p>be used and what strategies must be put in place. It will also have long and short term goals for your child.</p> <ul style="list-style-type: none"> • Additional adults may be used to support your child with whole class learning, run individual programmes or run small groups including your child.
<p>How will the curriculum and learning environment be adapted for my child with SEND?</p>	<p>Every reasonable adjustment will be made to ensure that as a fully inclusive school, your child will be educated alongside their peers. Planning is highly differentiated, so tasks are suitable for a range of learners.</p> <ul style="list-style-type: none"> • Class-based teaching assistants support children with SEND individually or in small groups • Adapted resources, such as practical resources, displays, table top reminders, visual timetables, word bank and Now and Next boards • Peer support, including Lunchtime Buddies • Children who have a higher level of need will also have access to support from professional outside agencies • Modified / adapted learning environment to meet the needs of the child • A range of methods to record work, including voice assisted technology <p><u>School Trips</u> A child will not be excluded from a trip or outside activity because of their SEND. School would have a meeting with parents and child to discuss the itinerary for the trip or residential visit and how best to make necessary adaptations for their inclusion. An individual plan or Risk Assessment may need to be written.</p>
<p>How is the progress of children with SEND measured?</p>	<ul style="list-style-type: none"> • Your child’s progress will be continually monitored by his/her class teacher. His/her progress will be reviewed formally with the Head teacher every term, in reading, writing and numeracy. • For children with SEND, learning is broken down into smaller steps with termly targets set. • 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 the results are published nationally. • Where necessary, children will have targets set by outside agencies, which are specific to their needs. These targets are designed to accelerate learning and close any gap. Progress against these targets will be reviewed regularly, using collated evidence, and a future plan agreed. • Children identified as requiring additional support or interventions will be monitored against the targets set. • The progress of children with an EHC Plan will be formally reviewed at an Annual Review, with all adults involved with the child’s education. • The SENDCo will also check that your child is making good progress within any individual work and in any groups that they take part in. • Book scrutinies and lesson observations will be carried out by the SENDCo and other members of the Senior Leadership Team, to

	<p>ensure that the needs of all children are met and that the quality of teaching and learning is high.</p>
<p>How is extra support allocated and how do they progress in their learning?</p>	<p>The school budget, received from Cheshire West and Chester Local Authority, includes money or supporting children with SEND.</p> <p>The Head teacher decides on the deployment of resources for SEND, in consultation with the school governors, on the basis of need in the school.</p> <p>The Head teacher and SENDCo discuss all the information they have about SEND in the school, including:</p> <ul style="list-style-type: none"> • 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 and decide what resources/training and support is needed • The views of children, which is sought informally
<p>What support do we have available for you as a parent of a child with SEND?</p>	<p>The class teacher is regularly available to discuss your child's progress, or any concerns you may have. They will share information about what is working well at home and school, so that similar strategies can be used. The SENDCo is available to meet with you, to discuss your child's progress or any concerns or worries you may have.</p> <p>Where possible, information from outside professionals will be discussed directly with you in person, but where this is not possible, a report will be provided.</p> <p>Homework can be adjusted as needed, to suit your child's individual requirements. Our home/school diaries may be used to support communication with you, when this has been agreed to be useful.</p> <p>At St. Bede's, we offer Parents Evening meetings every term, and provide an annual report to parents.</p> <p>For learners with SEND, school support plans will be put into place and reviewed with your involvement.</p> <p>Children that have an Education, Health Care Plan (EHCP) will also have an annual review to discuss their progress and ensure the objectives in the plan are appropriate.</p> <p>If your child is taking part in a learning intervention, the school may give you specific advice on how you can help and support your child with their learning at home and overlearning activities may be provided along with feedback.</p>
<p>What training is provided for staff supporting</p>	<p>We attend training as individuals or a whole school team. This will often be in response to advice from external agencies or in response to the needs of our children.</p>

<p>children with SEND?</p>	<p>All of our teachers are qualified and have undertaken further professional development. This includes training on Autistic Spectrum Disorder, Dyslexia and Speech and Language. Our teaching assistants also have a range of expertise to support children with SEND, including Nessy, Wave Three Intervention, Fischer Family Trust interventions, Success @ Arithmetic, dyslexia support, behaviour support.</p> <p>This is not an exclusive list and on-going professional development is key to ensuring all staff remain highly skilled.</p>
<p>Who are the other people providing services to children with SEND in this school?</p>	<p>The school works closely with a range of professional services to support children's needs, including:</p> <ul style="list-style-type: none"> • Pediatrician • School Health • Autism Outreach Service • Educational Psychology Service • Sensory Service for children with visual or hearing needs • Information Advice and Support Service • Behaviour Support Team • SALT (Speech and Language Therapy) • CAMHs <p>External agency support may be; direct one to one interventions, advice for schools, advice for parents, programmes for school or home to follow, or to seek further support or advice from different agencies.</p>
<p>How will we support your child's emotional and social development?</p>	<p>We recognise that some children have additional emotional and social needs that need to be developed and nurtured. Children are educated for the vast majority of the day in class with their peers, including opportunities for mixed-ability collaboration.</p> <p>The emotional health and well-being of all the children at St Bede's is very important to us.</p> <ul style="list-style-type: none"> • We have a robust safeguarding policy in place, following national guidelines. • We have a robust behaviour and discipline policy in place. • Bullying of any kind is unacceptable at our school. • We have three ELSAs (Emotional Literacy Support Assistants) in school who are fully trained to plan and deliver programmes of support to pupils who are experiencing temporary or longer term additional emotional needs. <p>The head teacher, deputy head teacher and all staff continually monitor the emotional health and wellbeing of all pupils. The SENDCo facilitates communication to ensure that the child, their family, and all those working with the child, are aware of the support being implemented.</p> <p>For those children who have additional needs, lunchtime and playtime support through planned activities and social skills activities may be offered.</p>

	<p>If your child still needs extra support, with your permission, the SENDCo will access further support through CAMHs.</p>
<p>How is St Bede's Primary School accessible for children with SEND?</p>	<ul style="list-style-type: none"> • The school is on one level, with easy access from the main entrance • There is a disabled toilet • Disabled parking bay • We ensure, wherever possible, that equipment is accessible to all children regardless of their needs. • After school provision is accessible to all children • Extra-curricular activities are accessible for children with SEND
<p>How will we support your child when they are leaving the school, or moving to another school?</p>	<p>Transitions can be difficult for a child with SEND, and we take steps to ensure that any transition is as smooth as possible.</p> <p><u>If your child is joining us in Reception:</u></p> <ul style="list-style-type: none"> • The SENDCo will visit pre-schools with the Foundation Stage Leader when appropriate • Your child will be able to visit our school and stay for a taster session, if this is appropriate <p><u>If your child is joining us from another school:</u></p> <ul style="list-style-type: none"> • Children will have the opportunity to visit prior to starting • We will contact the school SENDCo and ensure we know about any special arrangements or support that need to be made for your child • For those pupils with a higher level of need, a multi-agency 'Action for Inclusion' meeting may be required. <p><u>If your child is moving to another school:</u></p> <ul style="list-style-type: none"> • We will contact the school SENDCo and ensure they know 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 • A transition book may be made to support your child, if this will be helpful <p><u>When moving classes in school:</u></p> <ul style="list-style-type: none"> • Information will be passed on to the new class teacher in advance, via a planning meeting, where targets will be shared • All children take part in transition activities at the end of the academic year, with additional support provided as necessary • A transition book may be made to support your child, if this will be helpful <p><u>In Year 6:</u></p> <ul style="list-style-type: none"> • The SENDCo will discuss the specific needs of your child with the SENDCo of the child's secondary school • In some cases, you will be invited to an 'Action for Inclusion' meeting with the SENDCo from the new school • Additional meetings, visits and preparations may be arranged for children who find transition more difficult