

SEND (Special Needs and Disabilities) Information Report

St Catherine's Catholic Primary School Littlehampton

Explanation of Terms:

SEND: Special Needs and Disabilities

ILP – Individual Learning Plan

Provision Map – A table showing the interventions in place and their frequency and targets for the term

SENCo - Special Needs Co-ordinator

EYF- Early Years Foundation Stage

Special Needs Register – A list of children who need provision that is additional to or different from the rest of their class

1. St Catherine's is a mainstream school. At St Catherine's we believe that all children have an equal right to a full and rounded education which will enable them to achieve their full potential and to become confident individuals and to develop a lifelong love for learning.

As a team, we will use our best endeavours to create an environment that meets the special educational needs of each child in order that they can achieve their learning potential and engage in activities alongside pupils who do not have SEND.

Our school mission statement says:

St Catherine's is a school where prayer, worship and learning are centred around the teachings of the Risen Christ.

Together, guided by God, we are:

- Growing in Faith
- Learning for Life
- Aiming for Excellence

Inspired by the Holy Spirit we value individuality and celebrate diversity by building positive relationships within our community.

2. How do we identify which children need extra help?

All pupils are assessed on a regular basis (at least half termly) against the Early Years Foundation Stage Curriculum and the National Curriculum expectations. Children who are identified as having a significant difference to the expected levels of attainment and progress are then observed, monitored and assessed individually to identify any specific needs they may have.

In addition, the school uses a range of tests to assess specific areas of learning e.g reading, vocabulary understanding and comprehension, numeracy skills, non-verbal reasoning and emotional well-being and behaviour measures.

3. Provision

Pupils who are identified will then be supported by quality-first teaching, targeted adaptations to the curriculum and appropriate interventions either in class or withdrawn in small groups or on a one-to-one

basis. We deem children at this stage to be of “concern”. These additional interventions will be regularly reviewed and parents will be kept up to date about the additional support measures that are put in to place and their impact. The SENCo and the Class Teacher will discuss the needs and progress of pupils about whom we may have concerns.

These may include:

- Adapting learning materials
- Use of specialist equipment.
- Use of computer programmes
- Some group or individual support, which might involve small groups of children being withdrawn to work with the SENCO, TA support or another qualified teacher
- Extra opportunities to e.g read or focus on specific areas of difficulty

4. Special Needs Register

Where a pupil does not make adequate progress, even with these additional supports, or where there is a higher need a collaborative decision is made between the Class Teacher, SENCo and parents to put a pupil on the Special Needs Register at the stage called “SEN Support.”

In the terms of the new Code of Practice for SEND 2014, a child or young person has special educational needs if he or she has a learning difficulty or disability, which calls for special educational provision to be made for him or her that, is ‘additional to and different from’ that provided by quality-first teaching.

If pupil is already involved with specialist services such as the Speech and Language Therapy Service they will automatically be put on the Special Needs Register on entry to school.

Children who transfer from other schools will be assessed by the class teacher who will also use previous school records (including any previous history of special needs) to identify individual children’s starting points and whether they need to be on the Special Needs Register.

Our school is fully inclusive and all school activities and visits are accessible for all pupils. Group and individualised risk assessments are devised in consultation with the children and parents as appropriate. Parents or other adults may be included to support an individual pupil where needed. All pupils are encouraged to take an active part in the life of the school.

Some pupils with emotional or social needs are supported through non-directive play, play therapy, or therapeutic story writing groups. This is also addressed through rewards such as “wow cards”, golden moments, and target stickers. There are trained Peer Mentors at playtimes who provide a listening ear or help a child find a friend to play with.

Most members of staff are trained first aiders and staff receive appropriate training for any specific medical conditions as the need arises. The school can administer GP prescribed medicines as long as appropriate consent forms have been completed. Where there is a medical need, Individualised Care Plans tailored to your child’s individual needs will be co-produced with you, your child and any outside agencies as appropriate. The school often works with the School Nursing Service in completing these plans.

5. The SENCo

Mrs Sue Burns is the named SENCo at St Catherines. She has many years' experience as a class teacher and has worked in Special Needs for over 12 years. She is an associate member of the SLT (Senior Leadership Team). The SENCo can be contacted through the school on: 01903 716039 or by email to sburns@wsussex.gov.uk

6. Training

The staff has had extensive training in supporting pupils with Special Educational Needs. These include:

- Child Protection Training
- First Aid and treating emergency allergic reactions
- Dyslexia Awareness
- Autism Awareness
- Non-Directive play skills
- Numeracy support programmes training
- Phonics training
- Jump ahead
- Speech and Language support
- Supporting pupils who have English as an Additional Language
- Supporting pupils with Literacy Difficulties

All staff members undertake on-going training and development. This may be undertaken in-house or through outside training providers. Where there is a need for specialist advice there is a wide variety of agencies we can access. See point 10.

7. Access, Specialist equipment and facilities

The school is on one level and can be accessed via ramps. It also had disabled toilets. We routinely provide writing aids such as writing slopes pencil grips and shaped pencils. There are a wide variety of computer programmes available to support learning such as word processing and phonics. Other equipment such as wobble cushions, transparent coloured overlays or coloured paper, fiddle toys etc are made available in response to need.

8. Parental involvement

We engage with parents at the earliest opportunity to share any areas of concern and additional areas of support being offered. These additional interventions will be regularly reviewed and parents will be kept up to date about the measures that are put in to place and their impact. Pupils on the Special Needs Register will have an ILP (Individual Learning Plan).

Parents and carers are an important part of our support for all pupils and good communication between home and school is vital. Regular consultation evenings are arranged to discuss children's progress and learning with the class teacher. As a school with a genuine open door policy, parents can always make an appointment to speak to the child's class teacher or SENCo to discuss their child's progress. The SENCo runs a weekly surgery that any parent can book into if they wish to discuss any concerns.

Termly review meetings with parents for all children on the Special Needs Register are arranged to see what progress has been made, how effective the support has been and to plan ahead.

9. Targets

Pupils are encouraged to be involved in setting their own targets and owning them and identifying their next steps in learning. Class teachers share the targets on the ILP's with the children and review them together at least once a term. We encourage pupils to express their ideas and concerns through pupil conferencing and other forums.

10. Complaints

Any complaint against the school will be dealt with in a fair, open and responsive way, with the aim of achieving a speedy and satisfactory resolution. The school recognises that a willingness to listen to questions and criticism and to respond positively, can lead to improvements in school practices and provision for pupils. The first point of contact should always be the Class Teacher or the SENCo.

The school Complaints Procedure can be found on the website at <https://www.st-catherines.w-sussex.sch.uk/Policies-Statements.html>

11. Outside Agencies

Where there is a higher level of need or if as a school we feel that the targeted interventions are still not having an impact on the individual, this may mean seeking specialist expertise. This step will always be taken in consultation with the parent who needs to give their consent.

There are a number of agencies that the school can apply to for further support. Some of these will be for telephone consultation only between the SENCo and the professional and most will have a waiting list.

These include:

- Speech and Language therapy
- LBAT - Learning Behaviour and Assessment Team – Learning, behaviour and social communication advice
- Educational Psychology Service
- Occupational Therapy Service
- Paediatric Physiotherapy Service
- Family Resource Team
- Social Services
- School Nurse Service
- Child Development Centre
- Voluntary organisations

These agencies will use the child's records in order to establish which strategies have already been employed and which targets have previously been set. The external specialist may act in an advisory capacity, or provide additional specialist assessment which would involve working with the child directly. Advice given will be built into the child's individual targets for supporting the child's progress. These will be implemented, at least in part, in the normal classroom setting. The delivery of the interventions recorded in the Individual Learning Plans continues to be the responsibility of the class teacher.

The school will record the steps taken to meet the needs of individual children through the use of an Individual Plans or Provision Maps and the SENCO will have responsibility for ensuring that records are kept and available when needed.

Joint working in conjunction with the local authority and other agencies is always encouraged as an effective way to provide the best support.

12. Parent Support Services

These are two of the services which are available to parents

PCAT - West Sussex Parents Forum www.wspcg.co.uk Tel 01903 726188

SEND.IAS <http://www.iassnetwork.org.uk> or <https://westsussex.local-offer.org/services/7>

Tel: 0330 222 8555

13. Admissions for Pupils with additional needs

If a child already has an EHC Plan in place then parents should first contact the SENAT (Special Educational Needs Assessment Team) South on 03330 223120

At St Catherines School we understand what a stressful time starting or moving schools can be for some children. Therefore many strategies are in place to enable the child's transition to be as smooth as possible.

These include:

- Meetings/conversations between the previous or receiving schools prior to the child joining
- Additional visits or a fuller transition plan can be arranged for children who need extra time to settle into their new school.
- The Inclusion Manger may visit a child in their previous setting before they join our school.
- The Inclusion Manager is always willing to meet parents/carers prior to their child joining the school.

14. Transition

Transition arrangements in joining and leaving the school are well planned and each child will be well supported. Children joining in reception are given opportunities before starting school to familiarise themselves with the school and the class teacher. When leaving the school at the end of Year 6 children have the opportunity to visit their new schools and transition programmes can be individualised if appropriate. The class teacher and the SENCo will liaise with the next school and pass on all documentation to them so that there is continuity and support continues.

15. Local Offer

The West Sussex 'Local Offer' Website at <https://westsussex.local-offer.org/> has a wide variety of services that can be accessed. Its aim is to enable children, young people and their families to quickly and easily explore the services that are available to them. It publishes information on all of the services available to people from birth to aged 25 across education, health, social care, support services and leisure in one place.

St Catherines Local Offer can be found on our website at <https://www.st-catherines.w-sussex.sch.uk/Policies-Statements/special-educational-needs-send.html>