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## SCHOOL SEND INFORMATION REPORT

(SPECIAL EDUCATIONAL NEEDS AND DISABILITY)



# The Team at Our Lady & St Benedict Catholic Academy

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Mr Rathbone - SENCO

Janet Powell - Link Governor

Miss Franklin & Miss Ward - Safeguarding Officers

# Inclusion Statement

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Our Lady and St Benedict Catholic Academy is a mainstream school.

We are part of the Newman Catholic Collegiate as with all schools within the Collegiate our school is centred on the presence of Jesus Christ.

At Our Lady & St Benedict we recognise and respect the uniqueness of each and every individual in our family. We aim to provide a happy, safe and secure environment where our children can grow to reach their potential and develop their relationship with God.

Inclusion recognises differences, meeting the needs of individuals and taking positive action so that every member of our family has equal access to the educational opportunities on offer. Every single member of our school community is regarded as being of equal worth and importance and we strive to ensure that all pupils have access to a rich and aspirational curriculum.

We regularly assess and monitor the individual progress of all pupils and work hard to ensure that they are given the appropriate support that enables them to succeed in all aspects of our curriculum and achieve their potential.

# What to do if you have concerns about your child's learning needs.

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First of all, parents should speak to their child's class teacher to discuss their concerns. Some behaviours or difficulties seen at home are not necessarily seen by staff in school and it can be very beneficial to discuss any concerns with your child's class teacher.

The class teacher can then liaise with the SENCO or other appropriate members of staff.

The SENCO, Mr Rathbone, can be contacted through the school office.

# What kinds of Special Educational Needs and Disability (SEND) provision do we provide for?

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Our Lady & St Benedict Catholic Academy accommodates all SEND pupils in line with the Equality Act 2010 and provision is available for all four areas of need as outlined in the 2015 SEND Code of Practice. These categories are;

## **Cognition & Learning**

This includes children whose learning difficulty could result in them learning at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs and includes, for example, children who have Moderate Learning Difficulties (MLD) and children who have a Specific Learning Difficulty (SpLD) which encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia. These children may need additional support in some areas of the curriculum.

## **Communication & Interaction**

This may include children who have a Speech, Language and Communication Need (SLCN) where children have difficulty saying what they want to or understanding what is being said to them and children who do not understand or use social rules of communication. This includes some children with Autistic Spectrum Disorder (ASD) who are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

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## **Social, Emotional and Mental Health Difficulties (SEMH)**

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. They may include becoming withdrawn or isolated, as well as displaying challenging behaviours along with children who may have disorders such as Attention Deficit Hyperactivity Disorder (ADHD) or attachment disorder. We work with CAMHS and other appropriate agencies to support these children.

## **Sensory and/or Physical Needs**

This includes children who require special educational provision because they have a disability which prevents or hinders them from making use of educational facilities generally provided. This includes Visual Impairment (VI), Hearing Impairment (HI), Multi-Sensory Impairment (MSI) and Physical Disability (PD). We work with specialist services to access appropriate support to enable these children to access their learning.

As these needs can be often inter-related we understand that many children may have more than one of these needs. The appropriate support will be given to support all areas of a child's needs.



# How do we identify and assess pupils who may have a SEND need and what should I do if I think my child may have a special educational need?

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Concerns in relation to a special educational need can be raised by parents, carers and staff at school.

Our Lady & St. Benedict Catholic Academy is committed to quality first teaching for all pupils. Class teachers monitor all pupils on an ongoing basis in order to identify pupils that are not making expected progress as early as possible. Staff have regular pupil progress discussions with senior leaders to strengthen identification.

Concerns may be raised by the teacher through observations and analysis of data. Staff will liaise with the school SENCo and parents/carers. If children show no/little evidence of progress then additional standardised tests and assessments may take place.

Observations and assessments may indicate that a pupil has a need in one of the four areas outlined in the SEND Code of Practice;

- Communication & Interaction
- Cognition & Learning
- Social, Emotional & Mental Health
- Sensory/Physical

If you have concerns about your child's learning needs, please discuss these first with your child's class teacher.

Your child's class teacher will then liaise with the SENCO if this is appropriate.

The SENCO, Graeme Rathbone, can be contacted through the school office.

# How will Our Lady and St Benedict Catholic Academy support my child?

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Through quality first teaching; every teacher in every class plans for the children's needs. Our staff work hard to develop an holistic understanding of all pupils in their care and use a range of strategies to ensure that pupils can make progress against the curriculum.

However if your child requires specific support then this can be targeted through an individual pupil passport, where you and teacher discuss ways which may be best to support your child. Your child's views and ideas will also contribute significantly to the creation of the pupil passport. Together you will agree upon a small number of SMART targets to help your child make progress in school. SMART targets are targets that are;

Specific

Measurable

Attainable

Relevant

Time-Based

That means that your child's targets will be relevant to their needs and attainable within a term by putting in place the agreed on support detailed in the passport.

This may be through making adjustments in class planning and resources, or through additional group work or support on a one to one basis with an adult. Additional intervention programs may be also used to support your child's learning.



# How does the school evaluate the effectiveness of our SEND provision for pupils?

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The effectiveness of this provision is monitored by the teacher and the school SENCO. Outside agencies at times will also liaise with the SENCO to monitor your child's progress. Effectiveness can be assessed in several ways, through:

- The tracking of progress at classroom level.
- Standardised assessment at the beginning and end of an intervention program.
- The collection of Pupil Voice.
- Observations of teaching to ensure good practise and links between interventions and classwork.
- Termly pupil passport reviews with staff, pupils and parents.
- Academy Representatives are also provided with information relating to SEND provision on a termly basis to further ensure the effectiveness of SEND provision at Our Lady & St Benedict Catholic Academy.

# How does the school assess and review the progress of pupils with a SEND?

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Assessing and reviewing the progress of pupils is always ongoing with the outcomes drawn from the above points and information taken from half termly pupil progress discussions with senior leaders. Pupils, parents and class teachers will also review a child's progress at least three times per year as part of the 'Assess, Plan, Do, Review' cycle. Parents of pupils with an Education Health Care Plan (EHCP) will additionally take part in an annual review related to the targets set out in the EHCP.

We use a range of assessment in school and a pupil with SEND's progress will be measured in much the same way as the rest of the class when this is appropriate and will also involve further standardised assessments and assessments against their specific pupil passport SMART targets.

# What is Our Lady & St Benedict Catholic Academy's approach to teaching pupils with SEND?

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At Our Lady & St. Benedict Catholic Academy we use a range of approaches to teach pupils with and without a special educational need or disability. Teachers will plan to ensure that the curriculum goals can be reached by all pupils, this may mean that a pupil with SEND has scaffolded tasks or gets more adult support or a different metacognitive strategy is used to help them retain what is taught. If your child has been identified with a SEND then various approaches which support their needs will be put onto your child's pupil passport and school provision map, which will then be used to support planning in, and at times out, of the classroom. Your child's pupil passport and the school's provision map will include strategies specific to your child that relate to:

- Learning preferences.
- Teaching strategies.
- Different ways of presenting learning.
- Use of specific resources such as; phonics prompts, number lines, spelling logs etc.

Where possible staff at Our Lady & St. Benedict Catholic Academy always endeavour to make these reasonable adjustments.

# My child has physical needs, how will the school fulfil their specific requirements?

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During the admissions process you will be invited to visit the setting and discuss your child's specific needs with the SENCO.

During this time we will work with you to ensure that all relevant areas of the school are accessible to your child.

Assessments will be made to ensure the provision of access to all areas of the curriculum.

The school will work alongside any involved outside agencies to ensure that all specific needs are met by staff and that any relevant training is undertaken.

There is a disabled toilet located next to the Early Years Foundation Stage classrooms.

This is in compliance with the Children and Families Act 2014.

# How will the curriculum be matched to my child's needs?

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All teachers at Our Lady & St Benedict plan to meet the child's individual needs through quality first teaching, detailed planning and carefully scaffolded activities. This is delivered in a classroom environment that is stimulating but conducive to learning for all learners and delivered with adult support.

All pupils receive equal access to a full curriculum that will help them build knowledge and skills and develop cultural capital and achieve their full potential.

Pupil Passports are used to inform any member of staff working with your child of their specific needs and tailored SMART targets for the term. These will be used to help inform planning and ensure that provision is effective.

One to one support will be supplied where it is deemed necessary, for example if your child requires constant adult input to ensure their own or others' safety.

A range of interventions and strategies are used to support your child to access the curriculum.

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Area	Strategies
Supportive curriculum	Visual timetables, pre-teaching of strategies concepts and vocab, use of ICT.
English	Carefully scaffolded tasks and planning for quality first teaching, Precision Teaching, Switch On Reading, Inference reading, Talking Partners, Write From the Start, Paired reading, Bug Club Phonics boosters, additional reading and writing targeted support before school in EYFS & KS1.
Maths	Precision teaching, Power of 2, Catch Up Maths, visual and practical resources such as Numicon.
Speech, Language & Communication	Nuffield Language, Time to Talk, Talking Partners, visual timetables and aids, speech and language programmes set by SaLT, access to weekly Mable Therapy sessions.
Physical	Further scaffolding of physical activities (both fine and gross motor).
Social, Emotional and Mental Health	Playground Leaders, Reward Systems, Family Support sessions, outside agency support.

# How will we know how my child is doing and how will you help me to support their learning?

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Our class teachers or support staff can be spoken to at the beginning and the end of the day. A member of the Senior Leadership Team will be on the gate at the beginning of the day. The SENCO can arrange meetings with you to discuss your child's progress.

Parent's Evenings take place twice a year and a third opportunity to visit with the class teacher in school will be supplied in the Summer Term. A report will be written by the class teacher and supplied at the end of the year.

Pupil Passports will be reviewed each term and these will give you details of the progress that your child has made in their areas of need and give you the opportunity to discuss next steps with their class teacher.

If your child has an Education Health Care Plan (EHCP) this will be reviewed at least once a year with yourselves, the SENCO, the child (where possible) and any representatives of involved outside agencies that are necessary.

The school welcomes involvement from outside agencies such as Speech & Language Therapists or Educational Psychologists and will share their reports and recommendations with you.

# What support will there be for my child's overall wellbeing?

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Both Miss Franklin and Miss Ward – our safeguarding officers – are able to offer support in a supervisory capacity but also as someone who is there to listen to your child. We can provide quiet space and time away from the classroom if this should be needed.

Significant concerns about a child's emotional welfare can be referred to the Child and Adolescent Mental Health Service (CAHMS) who can work with parents and children with a view to helping them move forward.

Any medicines that are required to be taken are required to be signed for by parents detailing when and how much is to be taken.

We follow the requirements of the latest DFE advice (Supporting Children at School with Medical Conditions – 2015)

We endeavour to manage any toileting or eating needs in a sensitive manner and always in consultation with you to ensure that we approach resolving them in the best possible way.

In the case of a medical emergency, an ambulance will be called for and parents will be informed.

Where a care plan is needed, staff will work alongside yourself and the SENCO in order to create and distribute the plan to all staff working with the child and ensure that the plan followed through regular monitoring.

All staff are required to complete Level 1 Safeguarding training.



# What specialist services and expertise are available at Our Lady & St. Benedict Catholic Academy or are accessed by the school?

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The school works alongside Speech & Language, Educational Psychology, Occupational Therapy, a range of health care professionals, Hearing and Visual Impairment support workers.

We have access to a range of on-going CPD opportunities from SEND services.

The school works with Mable Therapy to provide speech and language support for pupils as well as working with the NHS SaLT team to support pupils with Speech and language needs.

The Newman Collegiate has access to an additional Educational Psychologist along with being able to access these services from the Local Authority.

# What training are the staff supporting children with SEND having or have had?

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Members of staff, both teachers and support staff, all have a wealth of experience and have undergone training.

We provide access to regular, on-going CPD from SEND services with regards to a wide range of needs, specifically those present in school.

Staff are encouraged to join bought in SaLT sessions and receive appropriate training to deliver the recommendations in class.

Staff can be and are trained to use specific resources such as hearing aids or nebulisers when this is needed.

Regular training is given to all staff who work with any pupils with medical needs.

All staff have received up to date training on the SEND code of practice, the Stoke Matrices of needs and current EEF guidance.

# How will my child be included in activities outside the classroom, including, educational visits?

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We try to ensure that wherever possible all pupils can access the educational visits planned by staff.

All educational visits are staffed with the appropriate ratio of adults to children. Pupils with SEND are carefully considered and where it is necessary a one to one member can join them.

We carry out risk assessments for educational visits and for any additional activity where there is some form of risk anticipated.

An appropriate ratio of adults to staff go out for playtimes in the playground to ensure the safety of all pupils.

In EYFS the outdoor environment is used all year round and is a key area for learning, with planned activities taking place in the playground. Staff plan for safe and inclusive activities that can be accessed by all.

Parents can speak to staff on a daily basis at the beginning and end of the day, this provides time to share any concerns and also ensure smooth transition in and out of school.

All areas we visit are wheelchair friendly.

# How accessible is Our Lady & St Benedict Catholic Academy?

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Senior Leadership annually review our accessibility plan to ensure that all areas of school can be accessed safely by all pupils.

A ramp and new entrance to the school building provide accessible access to the school for all people. Access to the Year 6 classroom can be gained via the ramp in the Key Stage 1 and 2 playground.

A disabled toilet facility is available for all in the entrance to school. While a disabled toilet for pupils and staff can be found opposite the EYFS classrooms.

We ensure, wherever this is possible, that equipment used is accessible to all pupils regardless of needs.

Any staff working with pupils with specific physical needs will receive the appropriate training to support them.

After and before school provision is available to all pupils from Reception up.

We try to ensure that any extra-curricular activities can be accessed by all of our pupils.

# How will Our Lady & St Benedict Catholic Academy prepare and support my child to transfer to their next educational setting? Or to their next class?

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Transitions can be particularly difficult for some pupils with SEND and we take the following steps to ensure that any transition can be as smooth as possible.

## **Moving classes in school:**

Teachers have a detailed transition meeting before pupils move from one class to another. The needs of your child will be discussed in a thorough handover meeting. This includes sharing Pupil Passports and discussing targets for the coming year.

Transition visits with their new teacher will take place before the end of the summer term, giving the children an opportunity to meet and familiarise themselves with the staff who will be working with them next year.

## **Moving school:**

We will contact the school SENCO to ensure that they know in advance about any additional needs or support for your child.

We will pass on all records about your child as soon as possible.

We will seek specialist agency support where this is appropriate.

## **Year 6:**

The SENCO and Year 6 teacher will discuss any specific needs your child has with the SENCO from their secondary school.

Your child will also have the opportunity to visit the new school and meet and familiarise themselves with key members of staff before the end of Year 6.

## How are Our Lady & St Benedict Catholic Academy's resources allocated and matched to children's special educational needs?

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We use money from the SEN budget, that is allocated to us by the Local Authority every financial year, to provide additional resources and support for pupils with SEN.

We ensure that the needs of all children with special educational needs are met to the best of the school's ability with the available funding. This may include the allocation of additional TA support in small group or 1:1 situations, additional intervention input or the use of specific resources bought in to meet individual needs.

Children with the most complex needs are given the most support and this will often involve additional support from a teaching assistant.

Parents are involved in the decision-making process through consultation with the SENCO in the development of Pupil Passports.

# How is the decision made about what type and how much support my child will receive?

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All children are unique and individual. As such we work hard to deliver the highest standard of teaching for all pupils, with carefully planned and scaffolded work to help ensure all pupils can reach their full potential.

If a child needs additional support the SENCO will work with the class teacher and all stakeholders, including parents and outside agencies, to ensure that appropriate support is put in place for that child.

As we regularly check progress against Pupil Passports, we may alter the provision put in place for a child throughout the year to best ensure that they are receiving the most appropriate level of support for them.

We liaise with any previous settings or outside agencies who are involved when a child first joins us in school.

Before starting EYFS staff will conduct home visit interviews and will ask if parents have any concerns regarding potential SEND.

# How is my child involved in the decisions made about their learning?

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Teachers will regularly give pupils feedback about their work and the progress they are making and discuss with them what next steps are needed for them to make further progress against our curriculum. This enables pupils to develop as reflective learners and helps them to close the gaps between what they can currently do and what we would like them to be able to do.

Pupils with a Pupil Passport will also be given termly opportunities to share their thoughts and feelings about how they have done working towards their targets and what they feel they need to continue to work on.

Pupils with an EHCP may be invited to join in the review process.



# How will I be involved in the decisions about the learning of my child?

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All parents of pupils in school are invited to attend Parent's Evenings. These will provide an opportunity for you to share in discussion about the progress your child is making in class and discuss next steps and how you can help them to achieve this at home. Annual reports are sent out at the end of the year.

Teachers are also available to speak to parents before and after school and the school SENCO – Graeme Rathbone – can be contacted through the school office.

Parents will be consulted each term when Pupil Passports are being drawn up to ensure that all stakeholders are happy with the targets and strategies for learning being put in place by the school to support pupils.

Parents of pupils with an EHCP will be invited to an annual review to discuss how the child is making progress towards the goals set out in the EHCP.

# What do I do if I want to make a complaint?

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If you are not happy about a decision or something that is happening in school, please ask to speak to your child's class teacher initially. If you require further assistance then please request to speak to the SENCO. If you are still not happy then you can speak to the Principal or the Academy Committee member for SEND who will do their best to help you with your concerns.

The process for making a complaint is available for parents to see on the school website. Alternatively a written copy can be provided.

# Who is the school Special Educational Needs Coordinator (SENCO)?

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**Mr Graeme Rathbone** is our school **Special Educational Needs Coordinator (SENCo)** who oversees and coordinates and supports staff and pupil needs. He can be contact through the office on

Telephone: 01782 234646

Email: [office@olsbprimary.org.uk](mailto:office@olsbprimary.org.uk)

Post: Our Lady and St Benedict Catholic Academy

Abbey Lane

Abbey Hulton

ST2 8AU

We also have Miss Franklin and Miss Ward who are our school's safeguarding officers and learning mentors.

All the staff at Our Lady & St. Benedict Catholic Academy support pupils on a daily pupils with Special Educational Needs and/ or Disability and your child's class teacher will provide for this on a daily basis, sometimes with the assistance of a teaching assistant. If you have any concerns talk to your class teacher.