

SEND information Report 2020

Introduction

At St. Teresa's we work hard to ensure that all pupils, regardless of their specific needs, make the best possible progress in school.

Our school strives to be as inclusive as possible, with the needs of pupils with Special Educational Needs and Disabilities being met in our mainstream setting wherever possible.

The four broad 'areas of need' are Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health Difficulties, and 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 (SEND) aged 0-25. This is the 'Local Offer'.

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

The School SEND Information Report

This utilizes the LA Local Offer to meet the needs of SEND pupils as determined by school policy, and the provision that the school is able to meet.

Your Child has Special Educational Needs. What can we at St. Teresa's RC Primary School offer you?

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

Please click on the 13 questions below for more information about the Local Offer from St. Teresa's RC Primary School and how we can support your child.

1. Who are the best people to talk to in this school about my child's difficulties with learning/ Special Educational Needs or disabilities?

The class teacher

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 (SENDCo) know as necessary.
- Working with the SENDCo to write Individual Education Plans (IEPs) and sharing and reviewing these with parents at least once each term and planning for the next term.
- Personalized teaching and learning for your child as identified on the school's provision map.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

The SENDCo: Miss Lisa McCandless

Responsible for

- Developing and reviewing the school's SEND 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 into school to help support your child's learning, e.g. Speech and Language Therapy, Educational Psychology.
- Updating the school's SEND 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.
- Monitoring use of tracking systems and costed provision map.

The Head teacher: Mrs Sandra Burgess

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 SENDCo and class teachers, but is still responsible for ensuring that your child's needs are met.
- The Head teacher must make sure that the Governing Body is kept up to date about issues relating to SEND.

The SEND Governor: Mrs Gemma Taylor

Responsible for

- Making sure that the necessary support is given for any child with SEND who attends the school.
- Liaising with the SENDCo to keep up to date with SEND developments and pupils.

2. What are the different types of support available for children with SEND in 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 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.

Specific group work

Intervention which may be

- Run in the classroom or a group room.
- Run by a teacher or a teaching assistant (TA).

b) Specialist groups run by outside agencies, e.g. Speech and Language therapy

SEND Code of Practice 2014: School Support (SS)

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

- Local Authority central services, such as the Learning Support Service or Sensory Service (for students with a hearing or visual need), Education Psychology Service

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.

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 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 Learning Support Service or sensory Service (for students with a hearing or visual need), Education Psychology Service.
- 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 LA SEND Team (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 LA SEND Team 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.
- The additional adult may be used to support your child with whole class learning, run individual programmes or run small groups including your child

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

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 (SENDCo) Miss L McCandless
- The school SEND Governor can also be contacted for support

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

Parents will always be kept fully informed about their child's progress, especially if there are concerns. There are also two parent's evenings a year, as well as a drop in parent's evening in the summer term. The teacher and SENDCo will:

- 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 is extra support allocated to children and how do they progress in their learning?

- The school budget, received from Salford LA, includes money for supporting children with SEND.
- 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 SENDCo 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 SEND 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.

6. What are the other services provided to children with SEND in this school?

School provision

- Teachers responsible for teaching SEND groups/individuals on a part-time basis.
- Teaching Assistants and HLTAs mainly working in additional rooms or teaching bays with either individual children or small groups.

Local Authority Provision delivered in school

- Educational Psychology Service
- Learning Support Service
- Sensory Service for children with visual or hearing needs
- Parent Partnership Service

- SALT (Speech and Language Therapy)
- Buy-in Speech and Language Therapy bi-weekly in school
- Primary Inclusion Team

Health Provision delivered off site or in school via prior agreement

- Additional Speech and Language Therapy input to provide a higher level of service to the school
- School Nurse
- Occupational Therapy
- Physiotherapy
- CAMHs

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

The SENDCo's job is to support the class teacher in planning for children with SEND. The SENDCo has an additional qualification (NASENCo) in SEND.

- The school provides training and support to enable all staff to improve the teaching and learning of children, including those with SEND. This includes whole school training on SEND 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, e.g. Autism or ELKLAN for speech and language.

8. 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 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.

9. How will we measure the progress of your child in school?

- Your child's progress will be continually monitored by his/her class teacher.
- SEND pupil's progress will be monitored and reviewed using the BSquared assessment system.
- His/her progress will be reviewed formally with the Headteacher and SENDCo 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 National Curriculum targets or 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 SEND/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 group that they take part in.
- Regular book scrutinies and lesson observations will be carried out by the SENDCo 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.

10. 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 SENDCo 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.
- An SEND coffee morning to talk to the SENDCo and other professionals about concerns you may have.

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.

Children identified as having additional needs, and their parents, will be involved in evaluating the targets set out in their IEP and in setting new ones. Pupils with an ECHP will always be asked for their views as part of the Annual review process.

Salford Family Forum can offer you support if you look after a disabled child or young person

www.salfordfamilyforum.org

Tel - 0161 787 9628

SIASS, formerly - Salford Parent Partnership, offer support for families with children with SEND. They can be particularly helpful for families with a child undergoing formal assessment or in receipt of a Statement of SEND /EHCP. The parent partnership service is

available to all parents/carers of pupils with special educational needs (SEND) who live in Salford.

What does the service offer?

Liaise between home, school, the local authority, health and social services, voluntary agencies and support groups.

Receive referrals, from parents/carers, the special educational needs section, schools, health, social services, educational psychology service and education welfare service.

Provide written and verbal information to parents/carers and children of their rights and responsibilities.

Offer support to parents/carers and children in attending meetings in school and with officers of the local authority and other agencies regarding special educational needs issues.

Participate in annual reviews of a child's statement where the parent partnership officer has been actively involved.

Support schools in raising awareness of the parents/carers, staff and governors in relation to the school's special educational needs policy and procedures.

Link parents/carers to appropriate voluntary agencies who may be able to offer support to both parents/carers and child.

Provide independent support and information to parents/carers of children who are going through the school based stages or statutory special educational needs procedures.

They can help in the following ways:

General information about special educational needs and procedures

Ono-to-one support through phone calls, home visits and attending meetings

Links with schools, the local authority (LA) and voluntary organisations

Support during assessment for a statement

Put you in touch with relevant support groups

To help write letters and reports for review meetings

Group meetings to explain the statutory assessment and statementing procedures

Links to a range of voluntary organisations

Information about the Disagreement Resolution Service

The Disagreement Resolution Service is for parents/carers of children with special educational needs, local authorities and schools.

It aims to resolve disagreements about special educational needs provision through informal meetings and discussion.

Agreements reached at disagreement resolution meetings are not legally binding and the service does not replace the special educational needs tribunal.

Parent Partnership offer entirely impartial advice and can be contacted on;

Maureen Fowler - Parent Partnership Officer

Telephone: 0161 778 0349

Email: maureen.fowler@salford.gov.uk

Parent Partnership Service

Children's Services

Unity House

Chorley Road

Swinton

M27 5AW

11. How is St. Teresa's RC Primary School accessible to children with SEND?

- The school is fully compliant with DDA requirements (see School Accessibility: Policy and Plan and Disability Equality Scheme).
- The school is on a single level with easy access and double doors and ramps.
- There is a disabled toilet 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 SEND.
- Extra-curricular activities are accessible for children with SEND

12. How will we support your child when they are joining this school? Leaving this school? Or moving onto another class?

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

If your child is joining us from another school:

- The Early years staff will visit pre-school setting to gather information and then share this with parents at a meeting
- 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 transition session.

If your child is moving to another school:

- We will contact the school SENDCo 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 SENDCo 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 SENDCo will discuss the specific needs of your child with the SENDCo of the child's high school.
- 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.

13. How will your child's emotional and social development be supported at St. Teresa's RC Primary School?

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.
- 'Worry' boxes for children to record their concerns
- Playground leader system as a means of peer support.
- Circle of Friends Programme
- Weekly sessions with Caritas counsellor

If your child still needs extra support, with your permission the SENDCo will access further support through the Primary Inclusion Team (PIT) or TAF process.

The school has also started the 'Emotionally Friendly Schools' initiative through partnership work with the Educational Psychology Service.

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