

Special Educational Needs and Disabilities Information Report for Parents/Carers



ACHIEVING EXCELLENCE TOGETHER

Inspiring independent learners with Jesus by our side

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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.

Who are the best people to talk to if I am concerned about my child's progress?	<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 Mullins, the Special Educational Needs and Disabilities Coordinator (SENDCo) or Ms Conlon, Headteacher</p> <p><u>CONTACT INFORMATION</u> Mrs L Mullins (SENDCo) Telephone: 01606 852149 Email: senco@st-bedes.cheshire.sch.uk</p>
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	<p>In the unlikely event that your concern is not resolved you may wish to contact</p> <p>SEND Governor: Mrs J Waters Chair of Governors: Mrs P Aspinall</p> <p>via the school office.</p>
How will the school let me know if they have concerns about my child's progress?	<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> <p>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>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>Graduated Approach (Assess, Plan, Do, Review)</u></p> <p>Where a child is identified as requiring additional support, the school follows the Assess, Plan, Do, Review cycle. This graduated approach ensures that support is carefully planned, implemented and reviewed regularly.</p> <p>Parents/carers and pupils are involved throughout the process to ensure provision is tailored to the child's individual strengths and needs and adapted where necessary to help them make progress.</p> <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

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| | <ul style="list-style-type: none">• 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 |
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Group Work

Specific group work may be undertaken as part of this process, including targeted interventions which may be:

- 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 Community Paediatrician. 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.

	<ul style="list-style-type: none"> • <u>Specialised Individual Support</u> • 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 Plan (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. <p>Your child may also need specialist support in school from professionals outside the school. This may be from:</p> <p>Local Authority Central Services, such as Cheshire West and Chester's Early Engagement, Intervention and Inclusion Service (EEIIS)</p> <ul style="list-style-type: none"> • Sensory Services, for students with a hearing or visual need • Outside agencies, such as the Speech and Language Therapy Service (SALT) <p>For your child, this means:</p> <ul style="list-style-type: none"> • The school, or you as a parent/carers, may request that the Local Authority carries out an Education, Health and Care (EHC) needs assessment. This is a legal process used to determine whether your child requires an Education, Health and Care Plan (EHCP). • Once the request has been submitted, the Local Authority will consider the evidence provided by school, parents/carers and any professionals involved with your child. They will decide whether an EHC needs assessment should take place. If agreed, further information and reports will be requested. If not, the school will continue to provide and review the support already in place. • Following the assessment, the Local Authority will decide whether your child requires an EHCP. This decision is based on whether your child's needs require provision beyond that which is ordinarily available within a mainstream school. If an EHCP is not issued, the school and relevant professionals will continue to plan and review support to help your child make progress. • An EHCP outlines your child's strengths and needs, the outcomes they are working towards, and the provision that must be put in place to support them. • Support may include targeted interventions, specialist advice, assistive resources, small-group programmes, or additional adult support where appropriate.
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How will the curriculum and learning environment be adapted for my child with SEND?	<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 and adapted, so tasks are suitable for a range of learners.</p> <ul style="list-style-type: none"> • Class teachers and teaching assistants support children with SEND individually or in small groups
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	<ul style="list-style-type: none"> • 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 meet with parents/carers 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>
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<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 their class teacher. Their progress will be reviewed formally with the headteacher 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 year all children are teacher assessed and formally assessed: Reception – Reception Baseline Year 1 Phonics Year 4 Multiplication Times Table check Year 6 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 ensure that the needs of all children are met and that the quality of teaching and learning is high.
<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 funding to support children with SEND.</p> <p>The Headteacher 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 Headteacher 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
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<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 Parent/Carer Consultation Meetings each 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 who have an Education, Health and 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 children with SEND?</p>	<p>Teachers and support staff receive ongoing professional development in a range of SEND areas. Training is reviewed regularly and matched to the needs of pupils currently attending the school.</p> <p>Teachers and teaching assistants have experience in delivering a range of evidence-informed interventions, including Nessy, FFT Reading, inference interventions and Precision Teaching. Interventions are selected according to individual pupil needs and reviewed regularly for impact.</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 external professionals and services to support children with SEND. This may include support from Cheshire West and Chester's Early Engagement, Intervention and Inclusion Service (EEIS), which brings together specialist teams to provide advice, assessment and support for children and schools.</p> <p>The specialist teams within EEIS include:</p> <ul style="list-style-type: none"> • Autism Teaching Team • Cognition and Learning Teaching Team • Early Years Specialist Teaching Team • Vision Impairment Team • Deaf and Hearing Support Team • Early Years Team <p>These teams may provide consultation, assessment, advice, staff training and recommendations to support the inclusion and progress of children with SEND.</p> <p>The school may also work with other services where appropriate, including:</p> <ul style="list-style-type: none"> • Educational Psychology Service • School Health Service • Paediatricians • Speech and Language Therapy (SALT) • Child and Adolescent Mental Health Services (CAMHS) • Information, Advice and Support Service (IASS) • Behaviour Support Services • Occupational Therapy • Physiotherapy <p>External agency support may involve:</p> <ul style="list-style-type: none"> • assessment and advice • observations in school • direct work with children • staff training • strategies for use in school and at home • multi-agency planning meetings • recommendations for specialist resources or provision
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<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 Headteacher, deputy Headteacher and all staff continually monitor the emotional health and wellbeing of all pupils.</p> <p>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 seek further support through Child and Adolescent Mental Health Services or other appropriate professionals.</p>
<p>How is St Bede's Primary School accessible for children with SEND?</p>	<p>St Bede's Catholic Primary School is committed to ensuring that all pupils can access the curriculum, environment and wider opportunities of school life. Reasonable adjustments are made in accordance with the Equality Act 2010.</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,</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>

<p>or moving to another school?</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 '<i>Action for Inclusion</i>' 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 '<i>Action for Inclusion</i>' meeting with the SENDCo from the new school • Additional meetings, visits and preparations may be arranged for children who find transition more difficult
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