



SEN Information Report

St. Edmund's R.C. Primary School

“We exist as a Roman Catholic School to support and guide the family, to value our Catholic heritage and to build on this inheritance so that within the whole school community we may grow in knowledge, love of God and each other and impart this knowledge and love to the children in our care.”

EVERY CHILD → UNIVERSAL OFFER → EARLY IDENTIFICATION →
ADAPTATIONS → SEND SUPPORT → ASSESS-PLAN-DO-REVIEW → SPECIALIST
SUPPORT WHERE NEEDED

Aim:

In order to provide the best possible education for all our children we set ourselves high standards and clear aims. The aim of the SEND Information report is to explain how we implement our SEND policy. If you want to know more about our arrangements for SEND, read our SEND policy.

St Edmund's recognises that students have a special educational need if they have a learning difficulty that calls for special educational provision to be made for them.

Students have a learning difficulty if they:

- have a significantly greater difficulty in learning than the majority of children of the same age,
- have a disability that prevents or hinders them from making use of the school's educational facilities
- Many children and young people who have SEN may have a disability under the Equality Act.

That is:

‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day to day activities’.

This definition also includes students with long-term medical conditions. Children with such conditions do not necessarily have Special Educational Needs and Disability (SEND) but, where a child requires special educational provision over and above the adjustments, aids and services required by the Equality Act 2010, they will additionally be covered by the SEND definition. Section 20 Children and Families Act 2014 defines a child as having Special

Educational Needs (SEN) if he or she “has a learning difficulty or disability that calls for special education provision to be made for him or her”.

What can we offer at St. Edmund’s R.C. Primary School?

Here at St. Edmund’s we embrace that every child is unique and created in the image of God, therefore the educational needs of each child are different. We understand that this is certainly the case for those children with additional needs and/or disabilities.

Who is involved at school?

Executive Head teacher: “Hello, I am Patrick McMahon, Executive Head teacher; I liaise with the SENDCo (Special Educational Needs and Disability Coordinator) to ensure that we offer the most effective support we can for each individual child.”

SEND Coordinator: “Hello, I am Michelle Shaw and I coordinate and manage Special Educational Needs and Disability support within the school. I work closely with our Teachers and Teaching Assistants to ensure that our children are provided with the interventions and support they need to achieve the very best they can. I am also the next point of call for parents to discuss their child’s needs after speaking to their class teacher. I completed the National Award in Special Educational Need in June 2016”

To contact me please contact the school office on 0161 205 1700.

Class Teachers/Teaching Assistants:

All our class teachers receive in house SEND training, and are supported by the SENDCO to meet the needs of the pupils with SEND. We have a team of teaching assistants who are trained to deliver SEND provision. On occasion we may use external agencies to support our teachers and teaching assistants.

EYFS: Miss. Hamilton (EYFS)

KS1: Miss. McGrath (Year 1) and Miss. Campbell (Year 2)

KS2: Mrs. Usher/Mrs. Alton (Year 3), Miss. McEwan (Year 4), Miss Chadwick (Year 5) and Miss. Cox (Year 6)

SEND Governor: “Hello, I am Mrs Yvonne Kinsey, SEND Link Governor; I liaise with the SEND Coordinator and Head Teacher every term to ensure that the provision for SEND Children within St Edmund’s is outstanding.”

To contact me please contact the school office on 0161 205 1700

Kinds of Special Educational Needs that are provided for at St Edmund’s RC Primary School

The SEND Department within our school provides support for pupils across the four areas of need as laid out in the SEND Code of Practice 2014:

- Communication and interaction
- Cognition and Learning
- Social, Emotional and mental health difficulties
- Sensory and/or physical needs

In addition to the four areas, we will also consider what is not SEND but may affect progress and attainment (including disability, attendance and punctuality, health and welfare, multi lingual students, pupil premium and children who are looked after).

Circumstances that may affect progress and attainment, but are not considered as constituting 'SEND':

- Persistent disruptive or withdrawn behaviour does not necessarily mean that a student has SEND, although negative behaviour may be an underlying response to a special educational need.
- Slow progress and low attainment do not necessarily mean that a child has SEND and will therefore not automatically lead to a student being recorded as having SEND. However, they may be indicators of a range of learning difficulties or disabilities. Equally, it should not be assumed that attainment in line with chronological age means that there is no learning difficulty or disability.
- In addition, difficulties related solely to limitations in English for students for whom English is an additional language (EAL), are not SEND.
- Difficulties with attendance, punctuality, health and welfare do not constitute SEND, neither does being identified as a child for whom the Pupil Premium grant is paid, being a Looked after Child or being a child of service personnel.

School, and other providers, regularly review the appropriateness of their whole provision, including all their policies, when planning their support and provision for students.

Developing our Inclusive Practice

Our school is committed to ensuring that all pupils, including those with Special Educational Needs and Disabilities (SEND), are able to access a high-quality, inclusive education and achieve their full potential. We recognise the continuing national developments in SEND and inclusion and are actively reviewing and developing our policies, provision and practice in line with emerging government guidance and the national direction for SEND reform. As further guidance becomes available, we will continue to review our approach to ensure that our

provision promotes early identification, effective support, meaningful participation, inclusion and positive outcomes for children and young people with SEND and their families.

Identification and Assessment of pupils with SEND

In line with the SEND White Paper, we follow an early intervention pathway that ensures needs are identified promptly and support is put in place without delay. We use evidence-based tools and work closely with health and social care partners to ensure early help is coordinated and effective.

Pupils are identified as having SEND, and their needs assessed through:

- Information passed on from previous Nursery/Infant/Primary/previous schools
- Baseline testing, progress data, EYFS data and KS1 data
- Feedback from teaching staff and observations
- Pupil Premium interventions
- Referrals from parents
- Pupil Referrals
- Information from health professionals
- Our quality first teaching and personalised learning approach is not enabling the student to make progress.
- All children are tracked throughout the year to rigorously monitor progress.
- Parents can raise concerns with the class teacher or SENDCO if they feel their child has SEND.

Provision for pupils with Special Educational and/or Disability Needs

At St Edmund's R.C. Primary School we provide teaching and learning which enables all children to gain access to a broad, balanced and appropriately adapted curriculum.

Our SEND provision is aligned with the national SEND standards proposed in the SEND Review (Right Support, Right Place, Right Time). We are committed to early, evidence-based intervention and ensuring that every child receives consistent, high-quality support regardless of need. We aim to establish a partnership between staff, students, parents and support agencies. Develop joint planning and commissioning of services to ensure close co-operation between education, health and social care, education and training settings on taking a graduated approach to identifying and supporting students with SEND.

We understand that all children learn in different ways. Therefore all teachers plan lessons will take this into account. Lessons are planned to suit the learning needs of all children. In

order to support children the curriculum is delivered in a variety of ways. There are no 1 size fits all approach to adapting our curriculum, we work on a case-by-case basis to make sure adaptations we make are meaningful to your child. This maybe through differentiated, small group or individual support. We may use specific resources such as visuals, overlays, dyslexia dictionary, talking tins etc. Advice can be given to parents/carers relating to how they too can best support their child.

Our teaching is based around the principals:

- High aspirations.
- Excellent outcomes.
- Promote independence, equality and consideration for others.
- Ensure that success is celebrated.
- Equip our children with the skills attributed for adult life.

All our children receive quality first teaching. This means that a range of teaching and learning styles are used and appropriate learning objectives are set. All classes have time allocated to them for support by a teaching assistant and pupils are also offered additional small group work, interventions as required or personalised provision through time limited programmes or adapted resources. We use evidence-based interventions and monitor their impact using our inclusion data dashboard, which reflects the national direction for transparent reporting on SEND outcomes. This helps us evaluate provision and ensure adaptations are meaningful and effective. The curriculum or learning environment may be adapted by groupings that target specific levels of progress. We may also have specialist intervention or support from outside agencies such as Speech and Language, Occupational Therapy, Sensory Impairment, Behavioural Support, Education Psychologist or outreach services.

In the event of a global pandemic, all children with SEND would have access to the school on line learning platform. On this learning platform work would be adapted to meet the needs of the children. If it is felt appropriate, some children may be given learning packs to complete instead. Children with an EHCP may be given resources from other agencies to try and fully meet the provision set out in their EHC Plan.

Inclusion Base Provision at St Edmund's R.C. Primary School

“We recognise that some pupils may require additional, targeted support at certain points in their school journey. Our Inclusion Base Provision ensures that pupils receive the *right support, in the right place, at the right time*, in line with the SEND Review and emerging national SEND standards.”

The Inclusion Base (Hive) is a dedicated, nurturing space within school designed to support pupils who may be experiencing barriers to learning, including:

- communication and interaction needs
- cognition and learning difficulties
- social, emotional or mental health needs
- sensory or physical challenges
- temporary difficulties affecting engagement or regulation

What Happens in the Inclusion Base?

Each pupil receives a personalised plan based on the Assess–Plan–Do–Review cycle. Support may include:

- small-group or 1:1 teaching
- emotional regulation programmes
- social skills groups
- sensory breaks or sensory circuits
- speech and language activities
- literacy or numeracy catch-up
- mentoring or pastoral support
- structured routines to build independence

Assessment and evaluating effectiveness of the provision made for pupils with SEND.

Impact tracking is completed every term or at the end of the time limited intervention. Every term pupil progress meetings are held with the senior leadership team and the class teacher. At this meeting we look at the impact of the provision for every child and discuss next steps. Our graduated response follows the emerging national SEND standards, ensuring consistency in assessment, planning and provision. Multi-agency involvement is embedded throughout the process, with shared accountability between education, health and care.

We operate a graduated approach consisting of four stages.

1. **Assess:** If a pupil's progress is a concern and they have a barrier to learning, staff speak to the SENDCO. An individual monitoring plan, including observations of teaching, assessment of pupils learning, testing, progress checks are completed.
2. **Plan:** If there is a cause for concern, a parental meeting takes place and the pupil's targets, views and support is discussed.
3. **Do:** An Individual Education Plan is created for the student and support strategies are shared with staff.
4. **Review:** Progress is checked and monitored by the SENCO. There are further assessments if they are needed.

At the end of every term the SEND Coordinator reports to governors and also has a meeting with the SEND Link Governor and the head teacher to look at the provision within school. This triangle of support ensures that impact and provision are closely monitored.

Parents are contacted by the SEND Coordinator to review the provision, Individual Educational Plan and data for their child. The SENDCO also meet with your child to help look at their aspirations for the future, what is working well, what could be better and outcomes both long term and short term. We also request that parents attend two parent's evenings a year with the class teacher. You may also have contact from outside professionals that are supporting school or your child. We also provide annual written reports for parents and may also offer some children home/school diaries.

If a child has an Education, Health and Care Plan they will be invited in yearly to review the short term and long-term targets.

We are preparing for the transition to the national, digitised EHCP format proposed in the SEND Review. Our current EHCP processes already reflect these principles: clarity, consistency, and timely review.

Our school offers an open-door policy where you are welcome any time to make an appointment to meet with either the class teacher or SEND Coordinator, to discuss how your child is progressing.

During times of external and internal examinations access arrangements will be made on an individual basis. Children with special educational needs maybe supported through:

- 1-1 support
- 1-1 scribes
- 1-1 readers
- Extra time to complete assessment
- Separate accommodation for children who maybe anxious or struggle to concentrate in a large setting.

All teachers are informed of children's particular needs so that they can support them accordingly. All the above are closely monitored and follow strict procedures.

Support that is available for improving the social emotional and mental health of pupils with special educational needs.

Pupils are well supported at St Edmund's R.C. Primary School by:

- A broad, balanced and inclusive curriculum
- An anti-bullying policy

- Caritas social worker who works with small groups or individual children.
- Pupil Voice
- Pupil GIFT team.
- Peer to peer support.
- Targeted support for individual children.
- Robust Safeguarding Policy which also includes a child-friendly version
- Junior Leadership Team
- Urban Crew
- Chaplaincy team
- Child can talk freely to any adult within school
- Play leaders and lunchtime activities offer support for all children and encourage teamwork and friendship building.
- Medication can be administered during the school day; a plan will be put into place for this.
- Nurture Room

Staff Training

Our staff training programme aligns with the national SEND workforce development pathway proposed in the SEND Review, ensuring staff have the skills and knowledge to deliver high-quality, inclusive practice.

- All staff within St Edmund's has regular SEND training from the school SEND Coordinator.
- The SEND Coordinator has the National Award for Special Educational Needs Coordination.
- All staff has had safeguarding training within the last two years.
- Individual teachers and teaching assistants have had ASD training
- Individual teaching assistant have had Speech and Language training
- Y2 – Y6 teachers and teaching assistants have had dyslexia training.
- EYFS and Y1 staff have had CAPS training.

- SEND Coordinator has had Triangle of Support training.
- All staff has had behaviour training within the last two years.
- Individual teaching assistants trained on Moving and Handling Children.
- Individual teaching assistant trained on supporting children with medical needs.
- Individual teaching assistants trained in catheterisation.
- Trained first aiders including paediatric first aiders.
- Individual staff have had Nuffield Early Language training.
- Training and support from the assistant psychologist.
- All staff have had sensory processing training.
- All staff have had colourful semantics training.
- All staff have had training on using widgets.
- Individual teaching assistants have had Lego Therapy training.
- Individual teaching assistants have had precision teaching training.

What do I do if I have a concern about the school's provision?

In the first instance we encourage you to contact your child's class teacher. If you still have concerns, then please contact the headteacher and/or SEND Coordinator. In the unlikely event that your concern is not resolved, then please contact our SEND Link Governor or Chair of Governors.

What specialist services and expertise are available at or accessed by the school?

Our work with external agencies reflects the SEND White Paper's emphasis on joint commissioning and shared accountability. We collaborate closely with health, social care and specialist services to ensure provision is coordinated and outcomes are improved.

We work closely with the following to support your child's needs:

- Physiotherapy
- Occupational Therapy
- Speech and language therapy
- Children and Adolescent Mental Health Service (CAMHS)

- Educational psychology services.
- Outreach Services from local special schools e.g. Lancasterian, The Grange, Rodney House, Bridgelea, Bowker Vale and Camberwell Park
- School Nurse Team
- Behaviour Support Services
- Specific Learning Difference/Difficulties Teacher (SpLD)
- GPs or paediatricians
- Social services and other local authority support services
- Voluntary sector organisations

The contact details of support services for the parents of pupils with special educational needs, including arrangements made in accordance with section 32.

Information, Advice and Support (IAS) Manchester

0161 2098356

Email: parents@manchester.gov.uk

SEND Independent Supporters in Manchester

0161 2098356

Statutory Assessment Team

0161 245 7439

Email: sen@manchester.gov.uk

Travel Coordination Unit

0161 219 6400

Email: hometoschool@manchester.gov.uk

Specialist Resource Team

North District: 0161 2457623

Central District: 0161 245 7180

South District: 0161998 7280

Email: shortbreaks@manchester.gov.uk

Parental Engagement Team

0161 234 1943

Email: parents@manchester.gov.uk

Early Help Hubs

North District: 0161 2341973

Central District: 0161 234 1975

South District: 0161 234 1977

CAMHS:

North Manchester District Child Psychiatry Service 0161 203 3250

South Manchester District Child Psychiatry Service 0161 902 3400

Central Manchester District Child Psychiatry Service 0161 701 6880

Salford District Child Psychiatry Service 0161 211 7260

Other services including Speech and Language therapy and Occupational Health service can be accessed through the school Nurse – 0161 241 2813

Early Help Assessment

As part of our support for children and parents in our school we provide regular opportunities to consult with support services and health agencies. This sometimes includes completing the Early Help Assessment to support the family as well as the child. We also make use of the Caritas Charity and Wood Street Mission.

We will discuss the needs of the individual/family in school and plan together the best use of advice and support from other agencies to ensure there is a coordinated approach.

Social Care

Sometimes, the support that a family needs, maybe more than school can offer. Advice and support maybe sought from Manchester Social Services in order to support a family where Early Help may not be enough.

How will your child be included in activities outside the classroom including trips.

- Where possible, provision will be made for all pupils to access all areas of the curriculum including extra-curricular activities.

- We will always contact the parent before a planned activity if we think your child may require additional support to meet required health and safety standards.
- This may involve a specific risk assessment being completed to identify any additional support needs your child may have to ensure full participation.

Admissions for Children with Special Educational Needs and Disabilities

Pupils with EHC Plans

The School Admission Code states “All children whose Education, Health and Care (EHC) plan names the school must be admitted.”

Pupils with SEND

Paragraph 1.27 of the DfE’s SEND Code of Practice 2015 emphasises that admission authorities:

- Must not refuse to admit a children who has SEND but does not have an EHC Plan on the grounds that they do not think they are able to cater for the child’s needs.
- Must not refuse to accept a child simply because he or she does not have an EHC plan.

Transition and Accessibility

We encourage all new children and parents to visit the school prior to starting. They will be able to have a tour of the building, meet the class teachers and see the environment their child will be learning in. Parents will also be able to speak to a member of staff and any important information can be passed over at this point.

Our school is a two-story building so has some stairs so parents are invited to come and see the layout and accessibility arrangements. Our school has been modified to meet the needs of a child with a physical/medical condition which means our ground floor is accessible for a wheelchair user. Our school includes a hygiene suite and additional ground floor classroom for wheelchair access. We have had regular contact with Lancasterian Specialist School (LOIS) to ensure that we complete the necessary risk assessments and alongside the children and the child’s families we complete a series of personal plans outlining needs and how we will meet these.

If your child is due to enter the nursery they will be given a welcome pack with systems and routines. A home visit will also be arranged. If they are transferring from another setting the nursery staff will make contact with the other setting and arrange a visit to observe the child in their current setting and speak to the staff currently working with your child.

If a child is entering our school into Year 1 – 6 we will contact the previous school to gather information to support in year transitions from other schools. Meetings are held with the previous school if it is felt necessary.

When the children are preparing to move to high school visits to the school are arranged. For children with SEND additional visits are arranged. A synopsis of the child's needs is also sent up to the school for distribution amongst staff if parents are in agreement. We ensure all relevant paperwork is passed on and all needs are discussed and understood. If a child has an Education, Health and Care Plan the high school will be invited into our school to meet with parents, class teacher and SEND coordinator.

Transitions within school are carefully planned and opportunities to visit new classroom are arranged. We also have handover meeting where the specific needs, strategies and techniques to support children are discussed.

Parental involvement

- St Edmund's warmly welcomes parental involvement in school life.
- Throughout the year you will be invited into school to take part in activities such as art day, topic day, harvest, Christmas and Easter.
- We hold regular coffee mornings.
- We are happy to offer individual appointments to discuss specific issues with you about your child's progress.

Complaints procedures

If a parent wishes to discuss their child's educational needs or are unhappy about something regarding their child's schooling in the first instance they should contact the class teacher. They will then be referred to the schools complaint's policy.

If you are not satisfied with the school's response, you can escalate the complaint.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the SEND Code of Practice.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children.

They can make a claim about alleged discrimination regarding:

- Admission
- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Local Authority Local Offer.

Each local authority must produce a local offer. Please find links below to Manchester, Salford, Rochdale and Oldham's local offer.

- Manchester www.manchester.gov.uk/sendlocaloffer
- Salford www.salford.gov.uk/children-and-families/local-offer-special-educational-needs/
- Rochdale www.rochdale.gov.uk/schools-and-education/special-educational-needs/Pages/send---the-local-offer
- Oldham www.oldham.gov.uk/info/200368/children_and_young_people_with_special_educational_needs_and_disabilities

Our SEND provision is aligned with the SEND Review: Right Support, Right Place, Right Time (2022). We are committed to delivering early, evidence-based intervention; consistent, high-quality support through emerging national SEND standards; strong multi-agency collaboration; transparent inclusion data; and a clear, parent-friendly system that reduces conflict and improves outcomes for children and young people with SEND.

If you have any further queries about St Edmund's R.C. Primary school please contact the school office on 0161 205 1700 and you can speak to the SEND Coordinator Mrs. Michelle Shaw.