

School Special Educational Needs Information Report – September 2016

At St. Edmund's Catholic Primary School we welcome pupils with Special Educational Needs and make every effort to support them. All our classes are fully inclusive and we have high expectations for all our children, including those with SEN.

We aim to meet the needs of pupils with:

- Specific Learning difficulties
- Moderate Learning difficulties
- Speech and Language difficulties
- Social, Emotional and Behavioural difficulties
- Physical disabilities
- Visual and Hearing Impairments
- Complex health needs
- Communication difficulties, including Autism

Although we may not always be able to support pupils with the most severe and complex needs, we will always attempt to do so. (1.6% of pupils have a statement or an EHCP / 7% of pupils on SEN support)

Please see the SEND Policy for more details - <http://www.st-edmunds.enfield.sch.uk/SEN%20and%20Disability%20Policy%202015.pdf>

We have tried to answer the most frequently asked questions about children with Special Educational Needs below. If you need any more information please contact our SENCo, Mrs Moya Wright/ Mr Cox, on 020 8807 2664, or make an appointment to see her/him at the school.

How does the school know if children need extra help?	<u>How school identifies:</u> <ul style="list-style-type: none">- Information provided to us by parents- Information from previous schools and nurseries- Teacher Assessment of pupils understanding of the curriculum and work activities not tasks- Half termly tracking of all pupils progress- Pupil Progress meetings- Reports from outside agencies e.g. speech and language service- Screenings – e.g. Speech and Language screens, Dyslexia screen
What should I do if I think my child may have special educational needs or I am concerned about my child's progress?	<ul style="list-style-type: none">- The first point of contact for anything relating to your child's education is the class teacher. Speak to the class teacher and raise your concerns.- Set short term targets with the class teacher and review them- Pupil progress will be monitored by the Class Teacher, SENCo and Senior Leaders- The person responsible for co-ordinating the support in the school is the SENCo (Special

	<p>Educational Needs Co-ordinator). If you are still concerned after speaking to the teacher, arrange a meeting with the SENCO (Mrs Wright/Mr Cox).</p> <p>If we are concerned that your child may have special educational or additional needs we will always discuss this with you and alert you to our concerns.</p>
<p>How will the school support my child's additional or special educational needs?</p>	<p>Throughout their time at our school, children may receive varying levels of support according to their changing needs and circumstances. We aim to identify children who need support as early as possible. We aim to enable children to make good progress against their previous attainment and achievement with the additional support provided where necessary.</p> <p><u>Support in school comes in a variety of forms:</u></p> <ul style="list-style-type: none"> - Class teacher to deliver Quality First Teaching on a daily basis, including differentiated work - Additional adults in classes to support class teachers to deliver Quality First Teaching - Specific small group interventions which take place both in and out of class - Regular monitoring of all interventions by the Senior Leadership Team to ensure the provision is effective and that the pupils make progress - Where necessary referrals are made to outside agencies (see Appendix 3) <p>For details of the wide range of interventions that we offer please see Appendix 1.</p>
<p>How is the decision made about what type and how much support my child will receive?</p>	<ul style="list-style-type: none"> - Support is allocated dependent on the individual needs of the children in conjunction with parents, carers and other professionals. - Progress of children is tracked on a half termly basis by the Class Teacher, SENCo, Deputy Head and Headteacher. Discussions regarding interventions and 'targeted pupils' begin during these meetings. Information is then considered by the SENCo and subject leaders where applicable to organise the intervention or support. - The Headteacher is responsible for the school's budget. Specific support is decided between the Headteacher, Deputy Head and SENCo and Governors.
<p>How will I know how my child is doing and how will the school help me to support my child's learning?</p>	<p>Our parents' consultation meetings for all pupils take place as follows:</p> <p><u>Reception and KS1</u></p> <ul style="list-style-type: none"> - Class teachers meet the parents of 3 children per week throughout the autumn and spring terms. The class teacher will notify you when your appointment is due. - Parents will receive their child's written end of year report towards the end of the summer term and are invited to make an appointment to discuss it. <p><u>KS2</u></p> <ul style="list-style-type: none"> - Parents are asked to make an appointment to meet the class teacher at a mutually convenient time in the Autumn term following receipt of children's targets. - We hold a formal Parents' Consultation meeting in the spring term. This takes place on one of two afternoons. Please see school website for dates.

	<ul style="list-style-type: none"> - Parents will receive their child's written end of year report towards the end of the summer term and are invited to make an appointment to discuss it. <p>In addition:</p> <ul style="list-style-type: none"> - All parents and carers are welcome to make an appointment to speak to their child's class teacher as necessary. - Children who have special educational needs will be on the SEN register and have a Learning Support Plan which will be reviewed each term by parents, the class teacher and SENCo. Children are also asked to contribute to the review. - Children with an Education, Health and Care plan (EHCP) will have a yearly review meeting and two target review meetings in a twelve month period. If required additional meetings may be arranged. - During the 'transition phase' children with a 'Statement of Educational Need' will have a yearly review meeting. <p>We hold a range of meetings for parents about the curriculum throughout the year to provide ideas on how parents can support children with their learning at home. Copies of Target sheets, which are kept in your child's English and Maths books, are sent home when a new one has been set. These outline the areas that we will be working on with your child over the coming weeks and months.</p> <p>If your child has an Individual Education Plan you will be aware of your child's targets and advice for supporting them to achieve the targets is provided on the plan.</p>
How will my child be consulted about their learning?	<ul style="list-style-type: none"> - All children at St. Edmund's are expected to be key participants in the assessment and feedback process - All children are encouraged to comment on their learning at teacher and parent/carer consultations. - Children with SEND will be consulted about their IEP targets and invited to comment by completing a pupil questionnaire. - Children with a Statement of Educational Need (or Education, Health and Care Plan) will be involved in the Annual Review process from September 2014 where appropriate
How will the curriculum be matched to my child's needs?	<ul style="list-style-type: none"> - All lessons offer children the opportunity to work at an appropriate level for their development - Opportunities to extend or consolidate learning are offered through extended schools provision where appropriate and necessary. For example, sewing club, fine motor skills club, Maths/English tuition, Tiger team and cooking club. - Use of ICT to support learning opportunities e.g. class computers, Nexus tablets - Variety of recording methods - Advice from professionals regarding individual pupils is implemented by staff working with the child
What support will there be for my child's overall well-being?	<ul style="list-style-type: none"> - Staff are available for all children throughout the school to support children with social and emotional needs - There is an appointed member of staff to work with parents and the school nurse, when

	<p>necessary, in writing health care plans to support their child's medical needs in school.</p> <ul style="list-style-type: none"> - A Parent Support adviser is available to support parents and carers. - Children are encouraged to attend school regularly. Children's attendance at school is closely monitored. - We currently have a DAZU counsellor who works with individual pupils when necessary. - All children are aware of the behaviour ladder/traffic light systems that operate across the school. See our behaviour policy (BehaviourPolicy) - All children will watch the CEOP video appropriate to their age and discuss what they would do if they were worried. Follow up discussions will take place throughout the year and if an issue is identified, this will be addressed immediately by Mrs Pearson. (esafetypolicy) - The school motto 'Love, Care, Share' is vital to every child and is reinforced across the school day by everyone at St Edmund's Catholic Primary School to promote friendships and social skills.
What specialist services and expertise are available that might work with the school to support my child and family?	<ul style="list-style-type: none"> - We have strong links with a range of professionals (see appendix 3) to support individual children and families as necessary. If you want any information about what external support might be appropriate for your child, please contact the SENCo, Mrs Wright/Mr Cox . - Enfield Early Help Forms or referral forms need to be completed in school and signed by parents to give consent for external professionals to work with their child and provide advice for school.
What training and expertise is available to the staff teaching children with Special Educational Needs?	<ul style="list-style-type: none"> - All our teachers are considered teachers of children with SEN, and training is an on-going and integral part of our CPD (Continued Professional Development) programme (see appendix 4) - We regularly share good practice within the school - We also draw on expertise from other professionals and specialists (see appendix 3)
How accessible is the school environment?	<ul style="list-style-type: none"> - The school is on two levels with stairs access to the upper floor. We do not have a lift. - Disabled toilets available on the ground floor - Some of our staff speak a variety of languages and are available to translate during arranged appointments. - If a pupil needs specialist equipment advice is taken from the relevant professionals - Please see the accessibility plan for further information (AccessibilityPolicy)
How will the school prepare and support my child to join the school, transfer to a new school or secondary school?	<ul style="list-style-type: none"> - There is a planned transition at the end of all years with visits to new class teachers and classrooms - Staff visit and meet with pre-school settings and secondary schools as appropriate - 'Play and stay' afternoons are held in the summer term for children preparing to join Reception - There are formal transition meetings for parents of Year 6 pupils and parents of children due to join Reception - Children's office and SEN files are sent to the new school when children transfer
How will the school prepare and support my child to develop their independence?	<ul style="list-style-type: none"> - Class teachers and support staff work closely with the SENCo and external professionals to identify how we can develop children's independence. - The school has purchased a range of resources enabling children to access their learning such as Numicon. - The use of visual aids is used to support children when getting changed for PE.

	<ul style="list-style-type: none"> - The use of interventions is used to target specific areas where children need more support to enable them to access the curriculum. For example, Speech and language groups and Catch up reading. - Praise, encouragement and positive rewards are vital in supporting children to develop their independence. For example an improvement in their writing may result in a sticker, certificate, and house points.
How are the school's resources allocated and matched to children's special educational needs?	<ul style="list-style-type: none"> - The budget, including resources and personnel, is allocated according to individuals, classes, year group and whole school needs
Who can I contact for further information?	<ul style="list-style-type: none"> - Class teachers should be approached by parents and carers to make an appointment either before school or at the end of the school day - Parents support adviser/ welfare assistant, Mrs Morison, is available at the start of the school day or by appointment - Appointments can be made with Mrs Wright/Mr Cox, SENCo - Appointments are available with all members of the Senior Leadership team. - Through Mrs Wright/Mr Cox or Mrs Morison referrals to other agencies for support are available, e.g. Community Parent Support Service. - The school SEN Governor is Hermira Nelson-Okrafor. She can be contacted in writing via the school office. - If there are any concerns and you feel that they are not being addressed, please see the complaints policy for further information (ComplaintsProcedure2016)

For information on the Enfield Local Offer please follow the link below

www.enfield.gov.uk/SEND

We welcome all parents/carers to give feedback on how useful they found the SEN information report through the parent questionnaire (Appendix 5). Your feedback will help us to develop the SEN information report further.

Review date: 5th September 2017

Appendix 1

Provision at St Edmund's Catholic Primary School for pupils with additional and special needs.

	Whole School Approach for all our pupils	Targeted support for individuals or small groups (according to need) Short/medium term	Specialised individual support (according to need) Medium/long term
Learning and curriculum approaches	<ul style="list-style-type: none"> • Quality First teaching for all • Schemes of work and policies to meet the needs of all learners. • Learning targets for writing and maths for every pupil • Consistent expectations, routines and systems across the school • On- going assessment of individual pupil's progress and attainment • Pupil progress meetings five times a year, attended by Class teacher and Senior leaders • Differentiated teaching appropriate to individual pupil needs and abilities. • Parents evenings and meeting opportunities when necessary to discuss their child's progress • School Behaviour Policy 	<ul style="list-style-type: none"> • Small group work with teachers and teaching assistants • Small group work with Inclusion Teaching Assistants or specific interventions • Additional reading opportunities with an adult • 'Bespoke' meetings with parents regarding specific issues • Additional visual displays and resources supplied in class to support learning and independence • Individual behaviour systems and rewards 	<ul style="list-style-type: none"> • Individualised support from teacher, learning support assistant and other professionals • Individualised learning programme and learning day to meet specific needs • Individual Education Plans reviewed and updated termly • Classroom adaptations • Regular contact with parents • Multi-agency meetings (Team around the Child, Team around the Family, or Team Around the School) to review areas of difficulty and levels of support
Support	<ul style="list-style-type: none"> • Home visits for all pupils starting Reception • Teaching assistant support time in each class • Support provided to meet personal and social needs • Breakfast club, five days a week • Signpost to After-School Club • Specific Provision Map updated by SENCo termly 	<ul style="list-style-type: none"> • Support/guidance from the school's Educational Psychologist • Programmes and group sessions developed and monitored by the Speech and Language therapist • Support to access external organisations and services • EYSI (Early Year Social Intervention) • Tiger Teams 	<ul style="list-style-type: none"> • Individualised support according to needs • Additional advice from medical services, CAMHS, BSS, health care teams etc. • Specific therapy programmes delivered directly by Learning support assistants or integrated into classroom

Appendix 2: Interventions

Area	Intervention	Delivered by:	Supervised by:	Year Groups.
Speech and Language	<ul style="list-style-type: none"> ○ Individual Sessions ▪ Speech and Language groups 	<ul style="list-style-type: none"> ▪ Learning Support Assistants ▪ Learning Support Assistants 	<ul style="list-style-type: none"> ▪ Speech and Language Therapist ▪ SENCo 	<ul style="list-style-type: none"> ▪ Individual pupils as identified by Speech Therapist ▪ Years R-6
Social Communication skills.	<ul style="list-style-type: none"> ▪ Language and Social Skills group (LASS) ▪ 'All about me' programme 	<ul style="list-style-type: none"> • Teaching Assistant and Learning Support Assistant • Learning Support Assistant 	<ul style="list-style-type: none"> • SENCo • SENCo/ SALT 	<ul style="list-style-type: none"> • Years: Rec • For pupils as necessary (identified by CT, SENCo and Speech and Language Therapist)
Sensory and Physical	<ul style="list-style-type: none"> • Individual Programme • Tiger Teams 	<ul style="list-style-type: none"> • Learning Support Assistant • Learning Support Assistants 	<ul style="list-style-type: none"> • Class Teachers, SENCo Occupational Therapist, Physiotherapist • Class Teachers, SENCo, EYSI 	<ul style="list-style-type: none"> • Individual children where programmes have been provided • All year groups
Phonics	<ul style="list-style-type: none"> • Letters and Sounds • Catch Up Literacy • Additional small group phonics support • Additional small group phonics 	<ul style="list-style-type: none"> • Class teachers • Learning Support Assistants & Inclusion Leader • Additional support teacher • Inclusion TA 	<ul style="list-style-type: none"> • Class teachers, KS1 English Leader, KS1 Leader • Class teachers and SENCo • Class teachers, KS1 Leader, SENCo • Class teachers, SENCo 	<ul style="list-style-type: none"> Years Rec, 1 and 2 • Years 3, 4, 5 and 6 • Years 1 & 2 • Year 3
Reading and Comprehension	<ul style="list-style-type: none"> • Catch Up Literacy • Individual daily reading • Reading comprehension groups • Setting groups 	<ul style="list-style-type: none"> • Inclusion TAs/ Class based TAs • Inclusion TAs/ Class based TAs • SENCo/ Inclusion TAs • Class teachers/ additional teachers/ KS2 Leader 	<ul style="list-style-type: none"> • Class teachers/ SENCo • Class teachers • Class Teachers and Senior Leadership team • Class teachers and KS2 Leader 	<ul style="list-style-type: none"> • Years 3, 4, 5 & 6 • All year groups • Years 5 & 6 • Years 2, 5 & 6
Writing	<ul style="list-style-type: none"> • LAC setting group • Additional writing support groups 	<ul style="list-style-type: none"> • Class teachers and KS2 Leader • Inclusion TAs 	<ul style="list-style-type: none"> • Class teachers and KS2 Leader • SENCo 	<ul style="list-style-type: none"> • Years 2, 5 and 6 • Years 3 & 4
Numeracy	<ul style="list-style-type: none"> • 1st Class @ Number • 1st Class @ Maths • LAC Setting group • Maths support group 	<ul style="list-style-type: none"> • Inclusion Teaching Assistants Assistant • Inclusion Teaching Assistants • Class teachers and Maths Leader • Additional teacher 	<ul style="list-style-type: none"> • Maths Leader • SENCo • Class Teachers • Class teachers/ Maths leader • Class teachers 	<ul style="list-style-type: none"> • Years 2 & 3 • Years 3, 4 and 5 • Years 2, 5 & 6 • Year 1
Social and Emotional/ Communication	<ul style="list-style-type: none"> • Secondary Transfer Group 	<ul style="list-style-type: none"> • Learning Support Assistant 	<ul style="list-style-type: none"> • Pupils selected by Yr 6 CT & SENCo Overseen by SALT and BSS staff where necessary 	<ul style="list-style-type: none"> • Year 6

Appendix 3

The following people or agencies support the school in working with children with SEN and their families.

The school works on behalf of the governing body with many other agencies. **Some children and families will need to be referred to an external professional so that we can access support and advice from them.** This is most often the case when quality first teaching and intervention groups have not helped your child to make enough progress. Parents need to give their consent so that a referral to a professional can be made. **Waiting lists for these professionals can be long and so it is advisable to refer your child as soon as you feel it necessary. If it is a health or medical matter, parents may also go to their GP for these referrals as sometimes this can be quicker than referring through school.**

Agency
DAZU counselling service
Educational Psychology Service
CAMHS (Child and Adolescent Mental Health Service)
School Nurse/Health Advisor
Speech and Language Services
Social Services
Behaviour Support Services
Education Welfare Officer
Early Years Support Intervention
Russet House School Outreach Service
Waverly School Outreach Service
Early Years Specialist Speech and Language Therapist for Autism
Hearing Impairment Service
Visual Impairment Service
Occupational Therapy
Physiotherapy

These agencies (and others) can be contacted through the SENCo, Moya Wright/ Marc Cox.

Appendix 4:

All members of staff have the opportunity to attend SEND training courses within school, the Local Authority and further afield.

Here is a list of courses that staff have completed to support pupils with SEND.

Courses
Messy play session in a local Special School (May 2016)
Doing SEN differently – ran by the Local Authority (Spring term and Autumn term)
Colourful semantics training within school by the SENCo and Speech and language therapist (Autumn term 2015)
Vocabulary training delivered by the SENCo and Speech and Language therapist (April 2016)
Life boat programme (supporting pupils with dyslexia) (April 2016)
Attention and concentration training (September 2016)
Specialist medication training (ongoing)
Autism training (Specified dates throughout the academic year)
How to teach pupils with Down syndrome (Future training - November 2016)

Appendix 5:

A copy of the parent questionnaire sent to parents/carers to facilitate with the development of the SEN information report.

St. Edmund's School Parents' Questionnaire
SEN Information Report
October 2016

Please help us by completing this questionnaire **after** you have read the information in the 'SEN Information Report' on the school's website.

	Strongly agree	Agree	Disagree	Strongly disagree	Don't Know
The SEN information report provides information clearly					
The SEN information report informs me of information that I did not previously know about the school					
The SEN information report clearly advises me about who I need to ask if I require more information					
The SEN information report clearly explains how the school identifies pupils with SEN					
The SEN information report informs me of how the school makes provision for pupils with SEND					
The SEN information report informs me about how children are consulted about their learning in school					
The SEN information report reflects our school Mission Statement					
Please note any additional comments or request additional information that you would like the governors to consider to be added to the SEND Policy.					
Overall, I find the SEN information report helpful.					

