

All Saints Catholic Primary School SEND Information Report

September 2016

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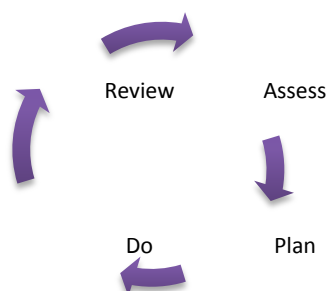
Dedicated SEN time: 3 /4 days

Local Offer Contribution: (website link)

Our Approach as a School:

High quality first teaching and additional interventions are defined through our person-centred planning approach across the school contributing to our provision management arrangements. These processes help us to regularly review and record what we offer all children or young people in our care and what we offer additionally. These discussions also serve to embed our high expectations amongst staff about quality first teaching and the application of a differentiated and personalised approach to teaching and learning. We make it a point to discuss aspirations with ALL our learners. This is a whole-school approach and this report will promote how we underpin this practice across our classrooms, pastoral care and support arrangements.

Underpinning ALL our provision in school is the **graduated approach** cycle of:



All teachers are responsible for every child in their care, including those with special educational needs. (Reference: Teaching & Learning Policy February 2015)

Assess: Before a child is admitted to our school, information is shared with the relevant members of staff/professionals involved. Your child's progress is monitored carefully throughout his/her time in our school. If there are concerns regarding the rate of progress your child is making you will be notified and additional support will be put in place. Some children may still not make good progress and could be placed on the SEN register. Sometimes, additional assessments may be requested from other professionals e.g. Educational Psychologist, Speech and Language.

Plan: Class teachers will plan any differentiated work or additional help and will liaise with the TA. The SENDCo and senior members of staff will coordinate the support for children with special educational needs or disabilities.

The teacher designated to the Learning Hub will plan for the children placed within the school's resourced provision. Pupils placed within the resourced provision and others with a high level of need will have their targets and strategies recorded on a Child Centred Plan.

Do: Class teachers and TAs will deliver any additional help your child may need. The Learning Hub teacher will oversee the support delivered to the resourced children. Staff will encourage you to be involved in your child's learning. Interventions may involve 1:1/group in class or within withdrawn groups. It may involve different resources/equipment or adaptation of the curriculum or specific schemes may be used. Sometimes, specialists can provide additional individual or small group support.

Review: The evaluation of a child's progress is ongoing and staff share information regularly. Intervention work is reviewed by the teacher responsible for that subject area /class. The outcomes for the child will be discussed with other relevant members of staff and the parents. Informal regular feedback is available on a more regular basis from your child's class teacher. When external agencies are involved review meetings will be held.

Having consulted with children, young people and their parents, all our additional provision (internal or external) is based on an agreed outcomes approach and these are discussed with the professionals that offer the support to your child/young person and hold both our internal/external providers and ourselves to account.

SEN Needs:

Children and young people's SEN are generally thought of in the following four broad areas of need and support:

Resourced Provision

The school provides enhanced resourced provision for twenty children with Complex or Severe Learning Difficulties. These children have the opportunity to access a curriculum tailored to their individual needs. Depending on the level of support your child requires he/she will receive small group teacher led activities in the school's Learning Hub and/or small group teaching within the class setting. Your child will also attend the Learning Hub for some of the afternoon sessions which offer an alternative curriculum to the mainstream lessons. To assist in fuller access to the curriculum specialist resources are used by some of these pupils e.g. ear defenders, weighted blankets, sensory room, massage/meditation,

The children receive a high level of adult support but additional TAs are employed to ensure the children with significant needs have 1:1 full time support.

1. Communication and interaction

Additional T.A support is provided for those children experiencing significant difficulties within this area. Visual aids and timetables are used. Relevant members of staff attend appropriate training to support the child they are working with. Children can access play time support such as Play Buddies and small group games led by trained adult leaders. Some pupils are supported 1:1 during play

times and are given the opportunity to develop their skills within this area in a calm, indoor environment.

2. Cognition and learning

Additional teachers and TAs are employed to deliver individual/small group support. Child Centred Plans are used to record the outcomes and progress of the children in the Resourced Provision and of those with highly complex needs. The teacher in the Learning Hub supports the TAs and teachers with these plans and also provides assistance with the learning programmes. Children who have individual needs are provided for through a Provision Map which details the interventions being delivered in school. Bank View special school currently provides individual teaching. Abbots Lea and the educational psychologist advise on strategies to improve learning outcomes for children. SENISS works with children educated in the Foundation Stage of school. This enables children's needs to be identified and supported early.

3. Social, emotional and mental health

School employs a full time learning mentor who works closely with children in need of social, emotional and behaviour interventions. Parents are encouraged to work closely with school to develop improved behaviours in their child. Staff are very supportive of children experiencing difficulties in this area. School is fully inclusive and exclusion would only be actioned if there was no other measure to take. Playtime support is available and different arrangements are made for children struggling with some attending Lunch club. Children participating in intervention programmes such as Rainbows, Sunbeams or SEAL are entered on the Provision Map. Children have access to Social Stories and Social Language sessions. School can access specialist support from relevant agencies such as CAMHS, PSS and Clifford Holroyde. Since September in partnership with some agencies we have been able to offer some therapeutic interventions. All Saints is committed to developing all pupils' well-being through its teaching of R.E. PSHE and by providing a community where all can grow spiritually.

4 Sensory and/or physical needs

All pupils participate in games and PE lessons and extra-curricular activities are provided. Some pupils are supported individually to enable them to access activities e.g staff support in the swimming pool. Additional agencies are employed to provide a variety of activities during the school day including neurological developmental exercises. LFC work in partnership with the school to promote the physical well-being of pupils. Children experiencing difficulties within these areas will be supported according to their need. Staff will liaise with the relevant agency to ensure the child can access the curriculum as much as possible.

Please refer to the table which outlines the support for children with needs within these areas.

Area of Need	What is available
Communication and Interaction	<p>1:1/small group support appropriate to the child's needs. Learning Hub activities. Time to Talk/Social stories/Social skills Individual/small group sessions Targeted intervention groups-, 1:1 /small group Maths and or Literacy targeted support, SPAG small group, 1:1 support for Writing skills Liaison with the Speech and language Therapists. Lego Therapy</p>
Cognition and Learning	<p>1:1/small group support appropriate to the child's needs. Additional support for phonics groups. Additional teachers to support Maths/Literacy in selected year groups. 1:1/small group work in the Learning Hub. Outreach specialist support-1:1 teaching</p>
Social, emotional and mental health	<p>PSHE/Circle Time 1:1/small group support appropriate to the child's needs. Time to Talk/Social stories/Social skills Individual/small group sessions for mainstream and resourced pupils. SEAL Rainbows/Sunbeams Learning mentor support as appropriate Outreach specialist support appropriate to the needs of the child e.g Theraplay/ Play therapy Small group support R.E. sessions for children preparing for the sacraments.</p>
Sensory and/or physical needs.	<p>1:1/small group support appropriate to the child's needs. Small group motor/co-ordination skills development The use of specialised equipment such as Sensory Circuits Additional games lessons with sports coach and LFC Purpose built playground in Reception area. Out of school activities-kayaking, rock climbing, swimming, sports activities with LFC for the Resourced children. Extra- curricular activities.</p>

(Reference: SEN Policy October 2016)

As of September 2017, we have 75 children receiving some form of SEN Support.

We have internal processes for monitoring quality of provision and assessment of need. These include learning walks, data analysis and on-going staff discussions.

Co-producing with children, young people and their parents

Involving parents and learners in the dialogue is central to our approach and we do this through:

Action/Event	Who's involved	Frequency
Review Meetings	SENDCo, Hub teacher, teacher, parents, child & relevant agencies	Annually
Parent Evenings	Hub teacher, Teacher, SENDCo, child & parents	Termly
Coffee Mornings	Class teacher, TAs & Parents	Annually
Reports	Class teacher, Hub teacher SENDCo & Headteacher	Annually
Newsletters	Staff	Weekly
Curriculum Overviews	Class teacher	Termly
Assemblies	Staff, parents and children	Weekly
Family Events	School staff, Children Centre & Friends of All Saints	Termly

Staff development and Qualifications

We are committed to developing the ongoing expertise of our staff. We have current expertise in our school: ECHAT

Initials of person	Area of expertise	Level of Qualification
JB	SEN inspection	Enhanced Qualification for inspecting SEND.
CF	Inclusion	Degree in Inclusive Education HLTA
ET	SEN	HLTA
GL	SEN	National SENDCo Award BA (Honours) SEN specialism
AD	SEN - Dyslexia	BDA Accredited Course
TAs +	Positive Handling	MAPA Foundation Programme
CM		Elklan Speech and Language Qualification
SL	Dyslexia	Working Towards- AEP Advanced Educational Practice in Dyslexia (ATS)

This year, we have put in additional training into:

ICT training (Target Tracker), Maths, Phonics, Speech and Language, A.S.D. Dyslexia, Sensory Processing Difficulties. Lego Therapy

The SENDCO and Hub teacher attended the School Improvement SEND Briefings in March and November.

Staff deployment

Considerable thought, planning and preparation goes into utilising our support staff to ensure children achieve the best outcomes, this includes for them to gain independence and are prepared for adulthood from the earliest possible age.

- Every class is supported by a TA.
- Some classes have an extra TA to provide 1:1/small group support.
- Additional Teachers and TAs are employed to deliver targeted intervention programmes and small group support.
- Some children are supported on a 1:1 basis at both break and lunch times.
- Lunch club is also available to those children who experience difficulty on the playground.
- Breakfast is also offered to those children within our resourced provision who travel on education transport.
- Where appropriate some pupils may be supported individually to enable them to access Breakfast and After School Clubs which are provided to assist working parents.

A full list of our external partners who we work with can be found in our contribution to the Local Offer. Extending our school approach, we commission using an outcomes-based approach. This enables us to hold our partners and ourselves to account.

- We believe this has benefited our children/young people and their families in the following ways:
- Children are able to be supported more appropriately as they are accessing specialist provision
- Assessments provide a fuller understanding of a child's needs.
- Some partners are able to work at home with parents which enables the child's needs to be met more fully.

School External Partnerships and Transition Plans

Our academic assessment for children and young people with special educational needs is moderated through our cluster of schools and neighbouring partners.

During 2015-2016 1 resourced pupil with significant needs transferred to a specialist school. In the summer term 2016, we worked with our feeder partners to welcome 2 children in to the Resourced Provision. 1 child is about to start on a transition programme to enable her to be placed in the resourced provision in January 2107.

3 children with EHCs transferred to a specialist secondary school. 1 resourced pupil and 12 children at 'K' school level provision were supported with their transition to secondary schools.

Our approach involved:

- Enabling parents to discuss their concerns regarding visits to schools.
- Providing questions to ask staff when visiting.
- Accompanying parents on the visits.
- Liaising with all involved parties to facilitate as smooth a transition as possible.
- Small group sessions to prepare the children.
- Providing transition books for some pupils with photographs to look at during the summer holidays.
- All children transferring from one phase /school to the next are given the opportunity to visit. Some require more frequent and longer visits.

We closely monitor children and young people's destination data.

Complaints

Managing parental complaints related to SEN (any of the following may apply)

- Meetings with the parents/carers are arranged, perhaps involving a mediator such as the 'Information, Advice and Support Service' (currently Parent Partnership).
- Key issues are identified including where there is agreement.
- Discussions should take place with the SENCO
- Reports provided by outside agencies should be considered
- Outcomes are reviewed examining what progress the pupil has made. Any behaviour logs should ensure strategies are included and shared with parents/carers.

What has and has not worked this year

- 3 children's statements have been converted to an EHC and 3 children's statements are in the process of being converted to EHCs.
- 2 children are currently under-going assessment for an EHC.
- A pupil who transferred to the resourced provision experienced significant difficulties which resulted in high levels of extremely challenging behaviour. Fortunately, due to the excellent level of adult support and the use of an intensive programme delivering specialist strategies, he has made substantial all-round improvements and he continues to maintain good progress.
- All resourced pupils and mainstream children with significant needs have a Child Centred Plan.
- 3 resourced pupils transferred to secondary specialist education.

- The resourced pupils are being taught full time by a teacher who has gained the National SENDCo Award
- 3 TAs have continued their roles as key workers for a group of the resourced pupils.
- 3 resourced pupils are supported 1:1 full time.
- 1 child has been supported 1:1 and has attended part time in reception but was attending full time by April.
- 1 child has been supported full time in year 2.
- 1 child was supported 1:1 in nursery but is now attending a local nurture base.
- Abbots Lea has provided support and advice that has been very beneficial to the Learning Hub and other children and parents.
- School has employed an independent educational psychologist to help provide assessment, advice and support alongside the educational psychologist appointed by the L.A.
- 4 referrals for top up funding were made in November 2015 and were successful.
- 2 referrals for top up funding were made in April 2016 and were successful
- 3 top up applications were renewed in July and were successful.
- The New Code of Practice has continued to be implemented.
- The children in the resourced provision participated in a two night residential to Llandudno.
- Our Learning Mentor continues to provide individual and group support for children experiencing difficulties that impact on their learning.
- 5 Pupils are being supported individually with their literacy skills by Bankview Outreach.
- The Family Support Worker accessed via Consortia has worked successfully with some families.
- The resourced children have made significant progress evidenced by the use of PIVATS.

Reading - 93.3 % made good or outstanding progress.

Writing - 100% made good or outstanding progress.

Numeracy- 93.3% made good or outstanding progress.

All children in the resourced provision made some progress.

- The Hub teacher visited specialist schools and other resourced provision.
- 2 of the resourced pupils who struggled to cope within the mainstream setting of the school have transferred to Abbots Lea with an additional pupil whose parents wished him to be with his sibling.

Further development

The use of Lego Therapy-the Hub staff received training from the school's educational psychologist. They will deliver the sessions to children who will benefit from this. A TA supporting a child 1:1 will also be trained to enable her to provide this to the child she is supporting.

The resourced pupils will be participating in Forest School sessions with their class and the Hub.

Training to be arranged for more staff regarding Sensory Processing Difficulties.

Our strategic plans for developing and enhancing SEN provision in our school this year include:

- A teacher is working towards a dyslexia qualification.
- Continue to do learning walks, evaluation of data, pupils and parent feedback and collaboration and how this impacts on development.
- An additional TA is working alongside the SENDCO/mentor and KS1 HLTA to deliver SEAL sessions to KS2 supporting pupils who need to develop their social, emotional and behaviour skills.
- SENDCo/Hub teacher to attend briefings, consortia and SENCo meetings and update staff when necessary
- Using the PIVATS assessment tool and data analysis to enable us to monitor the progress of non-resourced pupils who are working below expectations.

In preparing this report we have included staff, parents and children through consultation meetings, review meetings, coffee mornings, staff meetings, team meetings, senior management team meetings.

Relevant school policies underpinning this SEN Information Report include:

SEN Policy, Teaching and Learning Policy, Safeguarding Policies.

Legislative Acts taken into account when compiling this report include:

- Children & Families Act 2014
- Equality Act 2010
- Mental Capacity Act 2005

Date presented to/approved by Governing Body: November 2016