

St Teresa's Catholic Primary Academy

SEND Information Report

At St Teresa's Catholic Primary Academy, we are committed to supporting the emotional health and wellbeing of our pupils and staff. We know that everyone experiences life challenges that can make us vulnerable and at times, anyone may need additional support. We take the view that positive mental health is everybody's business and that we all have a role to play.

Information for parents of pupils with Special Educational Needs and Disabilities 2020/2021 in accordance with section 65(3) of the Children and Families Act 2014.

What does Special Educational Needs mean?

The SEN Code of Practice 2015 states;

A child or young person has Special Educational Needs (SEN) if they have a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of others of the same age, or
- Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for of the same age in mainstream school.

Children's special educational needs are thought of in the following four broad areas of need and support:

- Communication and Learning
- Cognition and Learning
- Social, Emotional and Mental health
- Sensory and/or physical need

It is recognised that children may have needs that cut across all or some of the areas and these needs may change overtime. For some pupils, SEN can be identified at an early age. For other pupils, difficulties may become more evident as they move throughout school.

How is a child identified as having a special educational need?

Class teachers, supported by the SENCO and Acting Principal and Senior Leadership Team, make regular assessments of progress for all pupils, including those with SEND. Teachers identify pupils making less than expected progress whilst taking into account the pupils age and individual circumstances.

- Progress may be significantly slower than that of their peers starting from the same baseline. Progress may fail to match or better the child's previous rate of progress.
- Progress may fail to close the attainment gap between the pupil and his/her peers.
- The attainment gap may be widening.
- Limited progress with wider development including social and emotional development.

It is important to note that slow progress and attainment do NOT necessarily mean that a pupil has a special educational need. The purpose of identification is to work out what action school needs to take, not to fit the pupil into a category. This detailed assessment will ensure that the full range of an individual's needs is identified, not simply the primary need.

Staff at St Teresa's Catholic Primary Academy take great care when identifying SEN for pupils whose first language is not English. The class teacher and SENCO, look at all aspects of that child's performance in different areas of learning to establish whether the lack of progress is due to limitations in their command of English or from a SEND or from a disability. It is important to note that difficulties related solely to limitations in English as an additional language are not SEND.

St Teresa's Catholic Primary Academy has good procedures in place to identify pupils with SEND from regular SEND meetings, with each individual class teacher and TA, and an internal referral procedure for early identification.

What happens now my child has been identified as having SEND?

If a pupil has continued to make inadequate progress despite high quality teaching, the class teacher and SENCO will assess whether your child has a specific learning difficulty and needs SEN support. We will assess by liaising with staff, evaluating strategies put in place to support.

Where this decision to provide SEN support has been made in consultation with the child, parents, class teacher and SENCO, the parents will receive formal notification from St Teresa's Catholic Primary Academy. This will take place through a meeting with the SENCO: Mrs Rose.

During the meeting we will develop an individual plan. This meeting will involve parents and child, class teacher and SENCO. The plan will include the interventions and support to be put in place for the child.

There will be regular reviews (at least termly) to monitor the effectiveness of the support and the impact on the child's progress.

Decisions will be made together about any changes that may be needed and new goals will be set. If a child continues to make little or no progress, school will involve specialists. For some pupils who continue to work at levels substantially below those expected of children of a similar age, a specialist will be required to further support the child.

If there continues to be insufficient progress a request can be made for an education, health and care needs assessment.

Children with an Educational Health Care Plan (EHCP) will have an Individual Provision Map which will be reviewed with parental involvement, every term and the plan for the next term made.

In addition, the progress of children with an EHC Plan is formally reviewed at an Annual Review with all adults involved.

What happens when a request is made for an Education, Health and Care Assessment? (EHCP)

The SENCO with authorisation from the Acting Principal, puts forward a request for assessment for an EHC plan to the Local Authority. Wolverhampton Local Authority will make a decision whether to

go forward with the assessment. St Teresa's Catholic Primary Academy will need to demonstrate evidence of actions already taken. A statutory assessment of education, health and care needs is completed by Wolverhampton Local Authority. During this process the LA must provide parents and children with impartial advice and support. Parents/Carers will also be asked for their views throughout the process. An Early Help Assessment may also be considered to help coordinate the support for your child.

An education, health and care (EHC) plan will be prepared and a draft plan sent to the child's parents with at least 15 days allowed for them to present their views. A final plan is then signed and dated by the LA officer responsible and must be issued to the local Academy Committee via the Acting Principal.

What are our Academy arrangements for assessing and reviewing the progress of pupils with special educational needs?

SEND support at St Teresa's Catholic Primary Academy, take the form of a four part cycle:

ASSESS: There is a thorough detailed assessment of the pupils needs

PLAN: Parents will be notified and an agreement reached on adjustments, interventions and support as well as the impact on progress. Outcomes will be sought and a date for review set.

DO: The class teacher will remain responsible for working with your child on a daily basis to ensure the plan is put into place as effectively as possible.

REVIEW: At the review, the class teacher, SENCO, parents and child will analyse the impact and quality of the support and interventions in that cycle.

How do we assess at St Teresa's Catholic Primary Academy?

A clear understanding of a child's needs is crucial. Teachers in school will draw on a range of strategies to establish a clear analysis of each child's needs:

- Teacher assessment and experience of your child.
- Pupil progress and attainment
- The individual child's development in comparison with their peers.
- The views and experience of parents
- The pupils own views
- Advice from external support services.

Staff at St Teresa's Catholic Primary Academy use a range of individualised assessments to support the closer identification of need such as:

- Standardised tests
- Number age and reading age tests
- Profiling tools, for example behaviour and speech, language and communication needs.
- Observations
- Everyday observation of children in all aspects of the curriculum and wider life of the academy eg: social interactions with peers / staff; emotional needs and development.
- Speech Link

- Continuums

What are the different types of support available for children with SEND at St Teresa's Catholic Primary Academy?

Class teacher input via excellent targeted classroom teaching also known as 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 based on building on what your child already knows, can do and can understand.
- 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 or the use of ICT to assist pupils with SEND.
- Specific strategies (which may be suggested by the SENCO or outside staff) 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 in their understanding/learning and needs some extra support to help them make the best possible progress.

Specific group work within a smaller group of children. (Intervention groups)

An intervention group will provide support for targeted pupils within a time-limited focused intervention.

- This takes place as; one to one, in pairs or small groups.
- Based in the classroom or outside.
- Is led by a teacher or a teaching assistant- who has had training to run the specific intervention.
- Based on language development, communication skills, mathematical skills, writing, reading, physical development or development or support for pupils with identified social and emotional needs.

Overview of support available for pupils identified as requiring SEND support.

This support covers the main areas of SEN need as described in the Code of Practice 2015.

Communication and Learning	Cognition and Learning	Social, Emotional and Mental Health	Sensory and/or Physical Needs
Quality First Teaching: differentiated activities, differentiated teaching strategies, classroom adjustments, providing specific resources.	Quality First Teaching: differentiated activities, differentiated teaching strategies, classroom adjustments, providing specific resources.	Quality First Teaching: differentiated activities, differentiated teaching strategies, classroom adjustments, providing specific resources.	Wolverhampton NHS The Sensory Inclusion Service: Hearing Impairment Team and Visually Impaired team.
Wolverhampton NHS Speech and Language team. Therapist and Practitioner	Precision Teaching specific reading, spellings or basic maths intervention.	Family Support Worker – providing support for families	Occupational Therapy Cool kids programme physical needs.
Internal provision for Speech, Language and Communication ELKLAN	Read, Write Inc – specific phonics intervention.	School Counsellor	Cool characters and Play dough therapy for fine motor skills. Use of specific resources such as tactile 'fidget' toys for pupils.
Specialist Teacher	Small group intervention working on specific targets and following on from lessons, or providing a pre-teach for children to access particular lessons.	CAMHS	Accessibility plan
Education Psychologist			Specialist Equipment

Please note, this is not an exhaustive list as provision will alter according to the individual needs of pupils.

How does St Teresa's Catholic Primary Academy evaluate the effectiveness of its provision for pupils with Special Educational Needs and Disabilities?

All provision for pupils with Special Educational Needs and Disabilities is evaluated regularly. The effectiveness is evaluated by the SENCO, the Acting Principal and Senior Leadership Team through a variety of means, including: looking at teacher's planning and teaching, talking with children, looking at children's learning, looking at the progress and attainment of children and discussions with parents.

St Teresa's Catholic Primary Academy will review how well-equipped the Academy is to provide support across the four main SEND areas identified in the Code of Practice 2015.

Whole Academy, class and individual continuums clearly identify the provisions available in terms of the four main areas of SEND as described in the Code of Practice.

St Teresa's have used a wide range of research to ensure appropriate interventions are used in school to support pupils with SEND or for any other group of pupils identified. Interventions are evidence-based programmes which show success consistently.

Who do I talk to in St Teresa's Catholic Primary about my child's difficulties with learning/ Special Educational Needs or disability (SEND)?

SENCO: Mrs S. Rose (qualified in SEN coordination)

Responsible for:

Coordinating all the support for children with special educational needs or disabilities (SEND) and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school.

Ensuring that you are:

- involved in supporting your child's learning
- kept informed about the support your child is progressing in school
- 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 for pupils who require SEN support (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are excellent records of your child's progress and needs.
- Providing specialist support for teachers and support staff in the school so they can help children with SEND in the school achieve the best progress possible.

Class/subject 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 things like targeted work, additional support) and letting the SENCO know as necessary.

- Writing class and individual continuums (for pupils with an Education, Health, Care plan) and sharing and reviewing these with parents at least once each term and planning for the next term.
- Ensuring that all strategies/advice is implemented for pupils within the class
- Ensuring that all staff working with your child in school have the correct training, so your child can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

Acting Principal: Mrs. S. Mchale

Responsible for:

- The management of all aspects of the provision for all pupils in the Academy, this includes the support for children with SEND.
- The Principal delegates day to day responsibility to the SENCO and class teachers but is responsible for ensuring that your child's needs are met.

Governors:

Responsible for:

- Ensuring that provision to meet the needs of pupils identified as having a special educational need or disability, have the correct provision within the day to day provision of the Academy.
- To ensure funding designated to supporting pupils with an EHCP plan is spent in accordance with the plan to support the individual pupils' needs.
- To ensure effective deployment of suitably qualified staff to support pupils with identified SEND
- To ensure individual SEND needs are identified quickly and supported accordingly.
- To have a named link Governor to liaise with the SENCO in providing the Governing Body with information regarding the provision and outcomes of pupils with SEND*
- From September 2020, the named link Governor for SEND is Mrs Ann Shorthouse.

How are parents/carers and children with SEND supported to share their views and concerns and work alongside the school?

St Teresa's Catholic Primary Academy believes that good parental partnership is key in ensuring progress for all pupils across the Academy. We have a variety of ways to allow parents/carers to share their views and concerns. Teachers endeavour to be available at the end of the day, if parents/carers wish to discuss their child or parents can make an appointment to see the class teacher or SENCO. Alternately, a Home-School link book can be provided. The school pastoral team and SENCO are available for parents to meet with to discuss concerns and share views. In addition, the school holds parent consultations 3 times a year. The SENCO also holds a SEND drop in session once every half term.

How are the teachers at St Teresa's Catholic Primary Academy helped to work with children with an SEND and what training do they have?

The SENCO keeps updated on a regular basis through Network Meetings, Learning Community meetings and by attending relevant training. This Information is shared with all staff during Staff Meetings.

Both teachers and support staff receive planned training throughout the year. All new members of staff receive both internal and external training with regards to SEND policy and procedures. Staff receive regular SEND updates from the SENCO and Outreach services and Educational Psychology Service provide training support.

What activities are available for pupils with special educational needs in addition to those available in accordance with the curriculum?

Pupils are all involved in such activities, irrespective of their level of need.

All pupils are encouraged to actively take part in extracurricular clubs. In addition, school offers a club specifically targeted at pupils with coordination and spatial awareness difficulties. Teachers and Teaching Assistants have received training from Wolverhampton NHS to deliver this intervention, 'Cool Kids' effectively.

What other services are available to children with SEND at St Teresa's Catholic Primary Academy?

Services available to pupils with SEND can be internal (staff from within school) or external (staff not directly employed by school to provide a service eg through an external agency)

- Additional Speech and Language Therapy input to provide a higher level of service to the school. (Dedicated Teaching Assistant)
- School Counsellor
- Educational Psychology Service,
- Behaviour and Mental Health Support,
- Specialist Teacher
- Early Years Team
- Speech and Language Therapy (provided by Health but paid for by the Local Authority).
- Outreach Team
- School Nurse
- Occupational Therapy
- Physiotherapy
- Visual Impairment Team
- Hearing Impairment Team

What are the arrangements for the admission of disabled pupils?

Here at St Teresa's Catholic Primary Academy, we are committed to meeting the needs of all children including those with Special Educational Needs and Disabilities. We would ask parents to

discuss the identified needs with the school prior to starting so that appropriate intervention and support can be planned and implemented. Advice from the LA or other agencies may be requested to ensure the school can meet any needs appropriately.

Full details of the admission arrangements can be found in the schools admissions section of the website, found at the following link

<https://drive.google.com/file/d/1mEroez4Oe0uuNAGIFn7UbIXS1wgTRGNa/view>

How is St Teresa's Catholic Primary Academy accessible to children with SEND?

St Teresa's Catholic Primary Academy have taken the following measures to ensure equality between pupils with SEND. The school setting is fully accessible, with wheelchair access throughout. The single storey building is fully accessible, with all access points wheelchair accessible. There are no internal or external steps.

At St Teresa's we ensure that equipment used is accessible to all children regardless of their needs. Specialist equipment and advice is provided to those who need it as a result of liaison with educational outreach services (Penn Hall, Pennfields, Tettenhall Wood, Westcroft) and other occupational and health professionals. All after hours provision and extracurricular activities offered by the Academy, are fully accessible to all children including those with SEND.

St Teresa's accessibility policy is found at:

https://drive.google.com/file/d/1naP8Mq2OliCen_EoP8O4UR-qUypWmRZX/view

How will the curriculum be differentiated to match my child's needs?

We at St Teresa's ensure all learning activities within class are planned and differentiated at an appropriate level. In Maths in particular, all children are able to choose their task according to their specific needs. Typically, this might mean that in a lesson there would be four different levels of work set for the class. The class teacher, alongside the SENCO will discuss a child's needs and what support will be appropriate.

Children with SEND will have access to the appropriate resources needed in order to help them to make progress e.g. word mats, coloured overlays, Numicon. The SENCO reports to the Head teacher and the Academy Committee regularly to inform them about the progress of children with SEND and how resources are being used.

How will we know if this has had an impact?

- Ensuring that the child is making progress academically against national/ age expected levels (or equivalents) and that the gap is narrowing between them and their peers.
- Through an increase in the child's number age and reading age.
- By reviewing children's IEP targets and ensuring that they are being met.
- Through children moving off the SEND Register when they have made sufficient progress.

What support will there be for my child's overall wellbeing?

At St Teresa's we pride ourselves on our approach to building nurturing relationships with our pupils. Through our curriculum, we encourage and equip pupils with the skills to be able to articulate how

they are feeling. We are flexible with our approaches, for example – we may provide visual prompts and timetables for pupils to add a sense of structure to a pupil’s day in order for them to feel more relaxed. We offer flexible approaches to tasks so that all pupils can feel successful. We may offer through outside agencies specialist support therapies

If a child has a medical need then a detailed Care Plan is compiled with support from the school nurse in consultation with parents/carers. These are discussed with all staff who are involved with the child. Staff receive epipen and asthma training delivered by the school nurse. Where necessary and in agreement with parents/carers, medicines are administered in school but only where a signed medical consent form is in place. Many members of staff have first aid training.

How is transition managed for pupils with SEND?

We recognise that transition can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible. Our SENCO will endeavour to discuss SEND needs with the transitioning school and provide an SEN folder with up to date information.

If your child is moving to another school:

We will contact the SENCO at the new school and ensure he/she knows 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 without delay. The SENCO discusses potential schools with the parents of Year 5 pupils. Once Secondary Provision has been allocated by the Local Authority the SENCO will liaise with the schools to ensure a smooth transition for pupils with SEND

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. All Class and Individual continuums will be shared with the new teacher.

What is the Local Offer?

The Local Authority is 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 (SEN) aged 0-25.

This is the ‘Local Offer’.

The local offer will enable families to understand what services they can access and what support they can expect from a range of local agencies, including from the local authority, health services, schools, leisure services and the voluntary sector. The offer will include provision from birth to 25, across education, health and social care.

The link to Wolverhampton Council’s Local Offer: <http://www.wolverhampton.gov.uk/send>

Where else can parents access help and support?

Wolverhampton Information and Advice Service (Previously Parent Partnership) is a statutory, confidential service for parents and carers of children and young people with special educational needs and other disabilities or additional needs.

Every Local Authority has to provide funding for a Parent Partnership Service. This is a statutory requirement, set out in the 1996 Education Act. Parent Partnership Services come in all shapes and sizes, and may offer support to parents and carers in different ways.

- Why might parents and carers contact Parent Partnership?
- Do you have a child with special educational needs?
- Do you have concerns about your child's progress at school?
- Do you feel that your concerns are not being heard?
- Is your child going through the statutory assessment process?
- Does your child have a statement of special educational needs?
- Do you need help to understand how schools and the Local Authority support your child's individual learning needs?
- Do you need information about special educational needs and/or disabilities?
- Is your child at risk of exclusion or has s/he been excluded from school?

The link to parent partnership Wolverhampton: <https://wolvesiass.org/>