



ST EDWARD'S  
CATHOLIC PRIMARY SCHOOL

## **Parents/Carers' SEN Information Guide**

The purpose of this document is to provide parents, carers and families with information regarding the ways in which we support all of our pupils, particularly those with an identified special educational need or disability.

**Rationale:** At St Edward's Primary School, every child is equal, valued and unique. We strive to provide an environment where all pupils feel safe and can flourish. We will always respond to individuals in ways which consider their varied life experiences and particular needs. St Edward's is committed to providing an education that enables all pupils to make progress so that they achieve their best, they become confident individuals and make a successful transition into adulthood.

### **Identifying pupils with SEN and assessing their needs:**

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline.
- Fails to match or better the child's previous rate of progress.
- Fails to close the attainment gap between the child and their peers.
- Widens the attainment gap.

This may include progress in areas other than attainment, for example, social needs.

Please note that slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

### **School entitlement offer to pupils with additional needs:**

- We recognise that the family is the expert on their child and we work in partnership with them.
- We use individual support plans to support pupils of SEND and in order for this to be effective and measurable, we involve pupils, parents and staff to write, review and implement them.

*Live, Love, Serve*

- We differentiate the curriculum, teaching strategies and resources to promote pupil progress.
- We seek support and advice from outside agencies to ensure any barriers to success are fully identified and responded to effectively.
- We evaluate our intervention groups and strategies on a termly basis.
- We support families with children with SEND, formally through review meetings and more informally through regular conversations with parents and professionals.
- All staff have completed, and will continue to receive, on-going training in relation to meeting pupils' needs in the classroom, through high quality teaching that is adapted to meet individual needs.
- We consult with our young people with SEN and involve them in their education. We do this through discussions and target setting. We consider what is important to our children and what they feel they want to achieve. We ask that our young person completes a 'One Page Profile' this allows the class teacher to consider what is important to the pupil, how they feel they can be supported and to understand what they feel people like and admire about them. This is then used to create a SEN Support Plan for the pupil.
- We offer support to families and signpost to services and organisations which may offer appropriate support or advice via the Local Offer (please see the school website for this information).
- We offer Primary to Secondary transition support
- We carefully consider how to support children with special educational needs in Statutory Assessment Tests (SATs) to ensure that they can fully access the tests.

**Specific provision is also provided for the different areas of need:**

- Communication and Interaction
- Social, Emotional and Mental Health Needs
- Cognition and Learning Needs
- Sensory and Physical/Medical Needs

Type of SEND for which provision is made at St Edward's Primary School	Type of support/provision made at St Edward's Primary School
<p><b>Communication and Interaction Needs:</b></p> <ul style="list-style-type: none"> <li>• <b>Autistic Spectrum/Social Communication Disorders</b></li> <li>• <b>Speech, Language and Communication Needs</b></li> </ul>	<p><b>Autistic Spectrum/Social Communication Disorders</b></p> <ul style="list-style-type: none"> <li>• A range of strategies is used to ensure children understand the routines of the day.</li> <li>• Areas of low distraction/stimulus are provided as a break out zone.</li> <li>• Social skills support including strategies to enhance self-esteem and nurture groups.</li> <li>• The school work with multiple outside agencies in order to provide support and advice for children with ASD.</li> </ul> <p><b>Speech, Language and Communication Needs</b></p> <ul style="list-style-type: none"> <li>• Visual cues</li> <li>• Visual timetables.</li> <li>• Strategies/programmes to support speech and language development, including individual and small group support.</li> <li>• Support and advice is given from the Speech and Language service to help in understanding individual needs and respond to any potential barriers to success.</li> </ul>
<p><b>Social, Emotional and Mental Health needs:</b></p>	<ul style="list-style-type: none"> <li>• Nurture time for any pupil who is experiencing emotional difficulties.</li> <li>• We understand that SEND pupils may be vulnerable to social isolation break out well-being areas are available for children to use and children know that they can speak to any member of staff in confidence if they have any concerns or worries.</li> <li>• Educational Psychologist's work closely with school to develop individual behaviour plans for any pupil, as needed.</li> <li>• Referrals to the Children and Young People's Service (CAMHS) for specialist support where appropriate.</li> <li>• Staff members are trained in positive handling.</li> </ul>
<p><b>Cognition and Learning Needs:</b></p> <ul style="list-style-type: none"> <li>• Moderate Learning Difficulties</li> <li>• Specific Learning Difficulties</li> </ul>	<p><b>Moderate Learning Difficulties</b></p> <ul style="list-style-type: none"> <li>• A range of teaching strategies are used to promote and develop literacy and numeracy.</li> <li>• Small group targeted intervention programmes to improve basic maths and literacy skills.</li> <li>• Use of support materials, resources and strategies to ensure access to the curriculum and to develop the skills for independent learning.</li> <li>• Opportunities for repetition of key learning</li> <li>• Additional processing/thinking time for responding to questions, completing tasks, sharing ideas.</li> <li>• Movement breaks are incorporated into the children's daily routines</li> </ul>

	<ul style="list-style-type: none"> <li>Advice is gained from the local authority Educational Psychologists in order to understand children's' strengths and difficulties.</li> </ul> <p><b>Specific Learning Difficulties</b></p> <ul style="list-style-type: none"> <li>A range of resources are used to reduce barriers to learning.</li> <li>Support and advice is gained to ensure any barriers to success are fully identified and responded to effectively.</li> </ul>
<p><b>Sensory and/or Physical Needs:</b></p> <ul style="list-style-type: none"> <li>Hearing/Visual and Multisensory impairments</li> <li>Medical Needs</li> <li>Physical Disabilities</li> </ul>	<p><b>Hearing/Visual and Multi-sensory impairments:</b></p> <ul style="list-style-type: none"> <li>Staff understand the impact of a physical/sensory need on teaching and learning and support is provided to ensure access to the curriculum and to develop independent learning.</li> <li>School work closely with Hearing Impairment and Visual Impairment Teams to ensure staff are trained to support the needs of pupils</li> </ul> <p><b>Medical Needs:</b></p> <ul style="list-style-type: none"> <li>Advice and guidance are given from the Health Service to ensure barriers to success are removed.</li> <li>School liaise with parents and health professionals to create Individual Support plans and or EHCP's when necessary.</li> <li>Support with personal and intimate care is offered, if and when needed.</li> <li>Designated First aid trained staff are always available, including on trips or visits.</li> <li>Staff have completed Diabetes Awareness training.</li> <li>Staff have completed 'Feeding Peg' training</li> </ul> <p><b>Physical Disabilities:</b></p> <ul style="list-style-type: none"> <li>All entrances to our school allow wheelchair access.</li> <li>Disabled toilets are available for pupils.</li> <li>Physiotherapy and Occupational Therapy services are available to school in order to deliver and monitor therapeutic programmes.</li> </ul>

### **Further Information:**

If you have questions about Special Educational Needs, then please approach school – we have an open-door policy. You can talk to your child's teacher or another member of school staff:

The school Special Educational Needs Coordinator (SENDCO) is the designated teacher responsible for organising and developing the SEND policy and good practice throughout the school. SENCOs coordinate provision for pupils with SEND, maintain the SEND register and communicate with parents, staff and external agencies.

St Edward's Primary School, Special Educational Needs Coordinator is:

**Mrs R. McGuinness**

The SEND link Governor is **Paul Healy** who is also the schools Chair of Governors. The role of the link governor is to champion the issue of special educational needs within the work of the governing body. The link governor meets regularly with the SENCO to discuss the school's arrangements and provision for meeting special educational needs.

### **Graduated Response:**

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENDCo to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil.
- Their previous progress and attainment and behaviour.
- Other teachers' assessments, where relevant.
- The individual's development in comparison to their peers and national data.
- The views and experience of parents.
- The pupil's own views.
- Advice from external support services, if relevant.

<p><b>Wave 1</b> <b>High Quality Teaching</b></p>	<ul style="list-style-type: none"> <li>• What every child receives</li> <li>• All staff are responsible for ensuring Wave 1 provision is delivered</li> <li>• Reasonable adjustments</li> <li>• Class teacher has implemented HQT classroom strategies</li> </ul>
<p><b>Wave 2</b> <b>Cause for Concern</b></p>	<ul style="list-style-type: none"> <li>• Not making expected progress despite reasonable adjustments at Wave 1</li> <li>• Internal Cause for Concern referral form completed</li> <li>• HQT and short-term specific intervention required</li> <li>• Initial review after one cycle</li> </ul>
<p><b>Wave 3</b> <b>SEN Support</b></p>	<ul style="list-style-type: none"> <li>• In depth assessments</li> <li>• Ongoing, specific support to address pupil's SEND needs</li> <li>• Evidence based interventions monitored by SENCO</li> <li>• Individual support plan shared and reviewed with parents/carers termly</li> <li>• Specialist support from outside agencies</li> <li>• Added to SEND register- parents/carers informed</li> </ul>
<p><b>Wave 4</b> <b>EHCP</b></p>	<ul style="list-style-type: none"> <li>• Support over and above additional and different</li> <li>• Support from specialist agencies</li> <li>• EHCP application</li> </ul>

### **GL Assessment:**

The GL Assessment identifies dyslexic tendencies and recommends intervention strategies, helping pupils achieve their full potential. This is an indicator assessment and not a diagnosis tool however; we will be making reasonable adjustments as part of your child's provision to support them with their learning needs.

If you feel you require further support there are a number of agencies that you can access privately. If you choose to do this, then please request that school are sent a copy of any reports and we will support any further recommendations that they may make for your child.

### **Support Staff:**

The school has developed a dedicated team of teaching assistants and higher-level teaching assistants with a diverse range of skills and training to support children with additional needs.

### **Arrangements for supporting pupils moving between phases of education and preparing for adulthood:**

'Education Transition' can be used to describe any changes for your child with special education needs and or disability as they move between key educational transition stages.

## **Disability, Special Educational Needs and the Middlesbrough Local Offer**

<http://search3.openobjects.com/kb5/middlesbrough/fsd/localoffer.page?familychannelnew=8>

This website is part of the **Family Information Service** and provides more information about the help and support that Middlesbrough and neighbouring local authorities can provide.

### **Other agencies and key partners:**

**Educational Psychologists:** Teachers can seek advice on supporting children in their learning and, with parent's permission, can ask the psychologists to work directly with individual children to get a better understanding of their strengths and difficulties.

### **SEND Outreach Services:**

**CAMHS:** Support and guidance is offered to teachers, parents and carers. With parents' permission, the schools can ask CAMHS for advice on understanding and supporting children's needs. CAMHS offer a full range of services for children and young people (up to their 18th birthday) experiencing mental health problems and mental disorders. The services provided by specialist CAMH professionals will support early identification and early intervention services. They provide support to Children's Workforce practitioners and act as a bridge between the different parts of the mental health service. Services will also provide for children/young people with more severe, complex, or persistent disorders. They are delivered from multi-disciplinary systems/teams.

### **Speech and Language Team:**

The Speech and Language team work with primary aged children with significant speech and language difficulties. School can make referrals to the team to seek assessment and speech and language interventions for children.

### **Sandcastles Play Therapy & Counselling Service**

Sandcastles Play Therapy & Counselling Service promotes emotional well-being and healing. This service allows children to have a voice and a safe space to feel and express their emotions when making sense of past experiences and the relation it has to their current thoughts, feelings and behaviours. Sandcastles use an integrative psychological therapy approach, and is tailored to support and to meet the needs of each individual child.

### **The Bungalow Partnership**

The Partnership provides a wide range of therapeutic support for children and parents who are experiencing periods of uncertainty, distress and anxiety. The service provides

confidential therapeutic sessions in a safe and private environment in school for students and their families.

### **Reach – Schools in Mind**

This service offers emotional and wellbeing support to children in school. They offer one-to-one sessions as well as group work. The work is aimed at young people at risk of emotional or mental health difficulties and those with existing mild to moderate difficulties. Group work is flexible according to the needs of the young people and the school, but mainly focuses on raising awareness of emotional well-being, building resilience and teaching coping strategies, including working on issues such as confidence and self-esteem, stress, anxiety, low mood and anger.

### **Learning and Language Team**

The Learning and Language Team are an established team of Specialist Dyslexia Teachers who support schools and pupils in Middlesbrough. The team offer a wealth of knowledge and experience regarding the identification and support of pupils with literacy difficulties. The aim of this service is to identify pupil's individual learning needs to help them to overcome barriers to learning and to improve access to the curriculum, in order to raise achievement.

**The SEND Code of Practice states that:** "Early years providers and schools should support children so that they are included in social groups and develop friendships. This is particularly important when children are transferring from one phase of education to another (for example from nursery to primary school)".

Transitions may cause children to become anxious and it is important for parents, education staff and other professionals to work together and give them the help and support that they need. This is to ensure a smooth handover into their new class or year group.

### **Complaints about SEN Provision:**

Complaints about SEN provision in St Edward's Primary school should be made to one of the members of staff listed below:

- **Class teacher**
- **SENDCO:** Mrs R. McGuinness
- **Executive Head Teacher:** Mrs M. Brown

Contact details for raising concerns within school:

- **E-mail:** [enquiries@stedwards.npcat.org.uk](mailto:enquiries@stedwards.npcat.org.uk)
- **Telephone:** 01642 819507



**Contact details of support services for parents of pupils with SEN:**

**SENDIASS - Information, Advice and Support Service**

**Telephone:** 07925 149157

**E-mail:** [southteessendiass@barnardos.org.uk](mailto:southteessendiass@barnardos.org.uk)

**Website:** [Barnardo's website](#)

**The Local Authority Local Offer:**

The Local Authority's Local Offer is published here

<https://www.middlesbrough.gov.uk/children-families-and-safeguarding/childrens-social-care/local-offer>

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