

St. Edmund's C of E Primary School Special Educational Needs - Information for Parents

September 2023 – September 2024

St. Edmund's C of E Primary School is an inclusive mainstream school that strives to ensure a safe, happy and caring learning environment where children are able to reach their full potential and authentically recognise themselves and others as individuals with their own strengths and weaknesses. Staff are committed to providing high-quality education for all regardless of age, gender, ethnicity, impairment, attainment and family background.

Children and Families Act 2014

The Children and Families Act (2014) took forward the Coalition Government's commitments to improve services for vulnerable children and families. It underpins wider reforms to ensure that all children and young people can succeed, no matter what their background. The Act reforms the systems for adoption, looked after children, family justice and Special Educational Needs and Disabilities (SEND). The Act makes several changes to the law, regulations and practices on SEND; these include: Replacing statements of SEND and learning difficulty assessments with a new, 0 – 25yrs Education and Health Care Plan (EHCP). As part of these reforms the Local Authority has responsibility for changing existing statements to EHC plans by 2018 and with immediate effect for new applications. Improving cooperation between all the services that support children and their families.

At St. Edmund's Primary School, the SENCo (special educational needs co-ordinator) is Mrs Victoria Chandler. The governor responsible for SEN is Paul Smith.

Any complaints or concerns about the provision for SEND children should be made in the first instance to the SENCo (Victoria Chandler) and then to the Head Teacher (Nadeem Shah) and Chair of Governors (Paul Smith). Contact details can be obtained from the school office.

What kinds of special need does St. Edmund's C of E Primary School provide for?

As a primary mainstream school, we cater for a range of needs and abilities. Therefore, we have a duty in relation to identifying and supporting all pupils with special educational needs (SEN) whether or not they have an Education, Health and Care (EHC) plan.

There are four categories of need identified in the Special Needs Code of Practice 2015. These are:

- Cognition and Learning
- Social Emotional and Mental Health
- Communication and Interaction
- Sensory and Physical

Pupils with identified SEN are generally taught alongside their peers but will access a range additional support strategies and resources and teaching specific to their needs.

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What should I do if I think my child has special educational needs?

If you feel your child may need some extra support in school please talk to their teacher about your concerns. Or you can arrange see the SENCo directly to discuss their needs. We strive to have open and honest relationships with our parents and would hope that you feel confident in talking to us about the support you feel your child needs.

How does the school know if a child may need extra help?

New arrivals when children are first admitted to the school they are given time to settle in. Information about learning needs is acquired from conversations with the child, the family and also previous school's records, if available.

If Special Educational Needs are indicated the school usually undertakes some in-house assessments before developing a plan to address those needs.

Existing pupils At St. Edmund's C of E Primary School

All teachers are teachers of pupils with Special Educational Needs (SEN). The school's system of regularly observing, assessing and recording the progress of all pupil is used to identify children who are not progressing satisfactorily and who may have additional needs. Early identification of pupils with SEN is a priority. All teachers, alongside parents and other staff are responsible for identifying pupils with SEN and, in collaboration with the Special Educational Needs Coordinator (SENCo), will ensure that those pupils requiring different or additional support are identified at an early stage.

We also use the following ways to identify whether or not a child may have special educational needs:

- Concerns raised by a parent
- Meeting with the child's nursery school/ previous school
- Concerns raised by the child's class teacher e.g. the child is performing below age expected levels
- Meeting with outside agencies e.g. a speech and language therapist
- Health diagnosis from a paediatrician
- Discussions at Pupil Progress Meetings

If a parent/carer has a concern about a pupil's learning they should discuss this, in the first instance, with the class teachers. If it is felt that further enquiry is needed, this can be raised through the teacher completing an SEN Concern form or the parent/carer may arrange a meeting with the SENCo. The SEN Concern Form gathers as much relevant information in one place as possible.

A concern may be raised if:

- a pupil is significantly below Age-Related Expectation (ARE);
- their rate of progress is significantly limited
- there are significant difficulties with social interactions, emotional regulation or physical access to the curriculum.

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The SENCo will investigate further by liaising with the child and parent/carer; making observations; looking in books and speaking to staff. The SENCo and teacher will then review the strategies and support currently in place to determine whether he or she has learning difficulties that call for special educational provision to be made. The possible outcomes of an SEN Concern Form are that staff will be supported to develop wider inclusive practice in the classroom or the pupil will begin to access SEN Support through a Wave 3 Pupil Support Plan (PSP) and targeted teaching. Any interventions are recorded and monitored and noted in the child's SEN record. Outcomes of support are monitored 6 times per year by the SENCo and the Senior Leadership Team to inform future practice.

Will I be consulted about my child's education?

At St. Edmund's C of E Primary School, we firmly believe in developing a strong partnership with parents and carers as this will enable all children and young people, including those with SEND to achieve their potential. The school recognises that parents have a unique insight into their child's needs and how best to support them, and that this gives them a key role in the partnership. Parents are encouraged to arrange an appointment to discuss their child's progress with the class teacher, the SENCo or a member of the senior leadership team at any time when they feel concerned or have information they feel they would like to share that could impact on their child's success. Please contact the school office who will arrange this appointment for you on 01623 646624.

How can I support my child at home?

We offer an open-door policy. You are welcome to make an appointment to meet with your child's class teacher or the SENCo any time to discuss how your child is getting on. At review meetings, staff will share any tracking of progress to support conversations about next steps. In addition, we will offer advice and practical ideas for how you can support your child at home. Your child's teacher will regularly set homework tasks and update the website to show what work the class has been doing and how parents can support at home. We also hold some parent information sessions throughout the year.

How are the children involved in decisions about their own education?

Pupils and young people with special educational needs often have a unique knowledge of their own needs and circumstances and their own views about what sort of support they would like to help them make the most of their education. As pupils mature, they will be encouraged to take a greater role in developing their Wave 3 PSPs as they endeavour to become more responsible for their actions. Pupil voice is truly valued at St. Edmund's C of E Primary School. This means that every effort will be made to elicit the opinions and desires of children with SEND. Pupils may express their opinions in a variety of forms ranging from verbal responses to questions, to their responses to their environment. It is the policy of this school that we do our best to take these views into account. Pupils will be encouraged to participate in the decision-making processes affecting them. They will have an opportunity to share their views about progress towards targets set and the support they

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would like prior to the meeting to which they will also be invited where appropriate.

How will I know if my child is making progress?

Teachers regularly assess children's progress and compare it to school national and personal attainment. They may use standardised tests and assessments to make their judgements. You will have the chance to meet with your child's teacher at least three times a year, when you can discuss and find out about the support your child will be having and the progress they are making. If your child is on the SEND register they will have a Wave 3 Pupil Support Plan (PSP) which will show the strategies and support being used with your child. This will be reviewed and updated regularly throughout the year at meetings with you.

- For all children who receive SEN Support, targets goals are set annually and reviewed 3 times a year at parents' evenings in the autumn and spring terms and at an additional SEN Support Meeting in the summer term.
- For children with an Education Health Care Plan (EHCP), targets are reviewed at a planned Annual Review meeting attended by the SENCo and at least one member of the class team. Annual Reviews will take place as near to their due date as possible and a report provided for parents, agencies and the Local Authority.

When pupils are due to transfer to another phase planning for this will be started in the year prior to the year of transfer. Parents/carers will be invited to attend any reviews together with staff involved within school. Should they be unable to attend, we will do everything we can to include their views in the final draft of the review.

If your child has access support from outside agencies, such as Occupational Therapists or Speech and Language support, then you will be invited into school to meet them and see how their suggestions are being carried out in school. Some children may have multi-agency meetings where many different staff from a variety of outside agencies meets to discuss progress and decide the best ways to support. You will always be informed and invited to these meetings as your views and thoughts are vital to building a clear picture of the child. If your child's teacher has concerns during the year about the progress your child is making, they will contact you to discuss these. At any time of the year, you are welcome to do the same.

How will my child be supported as they move through the school or between schools?

At St. Edmund's C of E Primary School, we endeavour to ensure transitions both within school and between schools are given due consideration and care to ensure that our pupils feel emotionally prepared for the changes ahead of them. Children with SEN are considered within a framework that focuses on wider needs and judgements of vulnerability and further transition arrangements and opportunities will occur through the process that recognises this as a potential vulnerability. Other children may also present vulnerability at these junctures in their lives. In either case, pupils are given increased levels of support based on their level of need.

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On entry:

- Wherever possible an induction process is initiated in the term prior to arrival to support transfer for all pupils starting school. Parent and carers are given an admissions pack and encouraged to look on the school website to support them in enabling their child to settle into school routines.
- For children with identified or unconfirmed SEND, the SENCo meets with parents to allow concerns to be raised and solutions to any perceived challenges to be established prior to entry and a Wave 3 PSP set up.
- If pupils are transferring from another setting, the previous school will be contacted and records will be requested immediately. A meeting will be arranged with parents to identify and minimise any concerns.

Between schools and key stages:

- The transition programme in place for all pupils provides a number of opportunities for pupils and parents to visit and also meet staff in the new school.
- Pupils with SEND access enhanced transition activities including phased admission to YR and personalised transition booklets. Parents and carers are involved in this process as much as possible.
- The annual review in Y5 for pupils with a statement of educational need or an EHCP begins the process where parents/carers are supported to make decisions regarding secondary school choice.
- Parents/carers will be encouraged to consider options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information provided is comprehensive but accessible.
- Accompanied visits to other providers may be arranged as appropriate.
- For pupils transferring to local schools, the SENCo from both schools will meet to discuss the needs of pupils with SEN in order to ensure a smooth transition.
- The records of pupils who leave the school mid-phase will be transferred within five working days of the parents notifying their child has been enrolled at another school.

Transitions within school

We recognise the negative impacts that transitions can have on children and will endeavour to minimise these impacts. To minimise the amount of changes a child will experience, whenever possible children will remain in their class groups. Therefore, the children will only experience the change of classroom and adults. If this is not possible then careful consideration will be given to the groupings of children to ensure that children remain in friendship groups. This is made easier as we are a one class per year-group school. Class teams will spend time getting to know the children in their new classes prior to the start of the year. Class teachers and Teaching Assistants will meet to handover paperwork and discuss individual children before the children visit their new class. If the children have a Wave 3 PSP in place, this will be shared with the new team. Children may be provided with a transition book to take home and share with their parents, containing photographs of the classroom, their class teacher and teaching assistants.

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How will you help my child who has SEN?

At St. Edmund's C of E Primary School, we have an expectation that every child receives quality first teaching throughout their educational experience. As part of this expectation, we carefully consider our universal offer to ensure that we are able to differentiate between high incidence needs within the school and individual SEN. The class teacher, with support from the SENCo, will decide the action required to help a pupil progress. These actions might include:

- Use of different teaching and learning styles.
- Deployment of extra staff to work with the pupil.
- Provision of alternative learning materials/special equipment. ☐ Group support. ☐ Different groupings.
- Provision of additional adult time in devising interventions and monitoring their effectiveness.
- Staff development/training to undertake more effective strategies.
- Access to LA support services for advice on strategies, equipment or staff training.
- Implementing programmes supplied by other agencies e.g. the speech and language therapist (SALT), occupational therapist (OT) or for more complex cases, the Educational Psychologist.

How is the curriculum and environment adapted to support children with SEN?

For all children with identified SEN, the school will develop a Wave 3 Pupil Support Plan (PSP) which will outline children's:

- strengths
- difficulties
- resources they need
- strategies staff are expected to use to support them.
- target goals
- interventions

Any interventions to your child's learning will be timetabled on their provision map (personal timetable). Outcomes of support are monitored six times per year by the SENCo and the senior leadership team to inform future practice.

School will endeavour to make reasonable adjustments, where possible, to the classroom/ school environment to help further meet individual needs.

What training do the staff supporting my child have?

Our teaching staff and support staff are trained in meeting the diverse educational and medical needs of children. The training they receive is ongoing. Staff will always follow guidance and advice from outside agency professionals. This is especially important when a child has a disability we may not have worked with before. Through the monitoring and evaluating of our provision the SENCo, with the Headteacher, will identify any particular professional development needs of the staff. This Updated by Victoria Chandler (SENCo) and approved by the Head Teacher:

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will, where appropriate, be linked closely to the school's improvement plan and/or performance management objectives. Staff who attend courses will feedback on courses attended through staff meetings. Particular support is given to Newly Qualified Teachers and other new members of staff. Special Needs is included within all school training. In addition, staff attend training organised by the Local Authority and other agencies. The focus for continuing professional development (CPD) will be driven by the school's SEN profile of needs against audited and monitored staff training needs and will be set within the annual SEN action plan.

How will specialist expertise be secured if needed?

If the SENCo feels that a child needs more specialist expertise, they will make an application for further advice through the Schools and Families Support Service (SFSS).

How will we know if the support that's been put in place is working?

We will carry out careful tracking of data related to academic, social, emotional, wellbeing, speaking and listening outcomes. The school will consider the views of teaching and non-teaching staff, parents, carers and pupils. Effective provision would be evidenced through:

- Progress in all areas of learning, self-esteem and skills levels.
- Feedback from pupils, parents, staff, governors, LA and Ofsted inspections.
- Observed effective use of resources.
- Continued review and assessment resulting in improved practice and innovative initiatives for the benefit of pupils and staff.
- Recognising and valuing all forms of achievement including personal development and well-being.

In addition, the SENCo will regularly look at the effectiveness of resources, strategies and intervention programmes to ensure that they are having a positive impact on children's progress. Adaptations to the provision available in school will constantly be under review and take on board current research and recommendations. The SENCo reports to the school governors three times a year on the school's SEN profile, data relating to updates of the SEN register and on the progress made by pupils across the school compared to those with non-SEN. Reports do not refer to individual children and confidentiality is maintained at all times. The governor responsible for SEN meets regularly with the SENCo. The governors and Head Teacher agree priorities for spending within the SEND budget with the overall aim that all children receive the support they need in order to make progress. The governing body will report annually on the success of the policy.

How will my child be included in activities outside the classroom, including going on school trips?

At St. Edmund's C of E Primary School we believe that inclusion and a sense of belonging is essential in promoting a child's development and prepares them for life in a diverse world, promoting tolerance and respect. Every child is included in every aspect of the curriculum and we aim for all children to be included on school trips and activities. We will provide the necessary support to make sure this can happen. A risk assessment is carried out before any off-site activity to ensure everyone

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will be safe. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities which will cover the same curriculum areas will be provided in school.

What support will there be for my child's overall well-being?

At St. Edmund's C of E Primary School, we believe that all children should feel safe, have their basic needs met and be made to feel special in school, regardless of their individual needs. We therefore place a high importance on children's well-being and work to support this in many ways. The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class. Your child's class teacher is therefore your first point of contact if you have concerns about your child's well-being. If further support is required the class teacher liaises with the SENCo. This may mean involving outside agencies but we will seek parental consent before we make referrals to outside agencies. We have a policy on the use of medicines in school and if your child needs a prescribed medicine, you will be asked to complete the relevant forms. Children with long term medical needs will have a Health Care Plan and if necessary, staff will be given training on how to best support a child.

What specialist services can the school access?

We have access to a very wide range of specialist services as follows:

- Schools and Families Support Service (SFSS)
- CAMHS
- Educational Psychologists
- Occupational Therapists
- Physiotherapy
- School Nursing Team, Paediatricians and GPs
- Social Care teams
- Neurodevelopmental Behavioural Service
- Speech and Language Therapists
- Sensory Support Services
- Ethnic Minority and Traveller Achievement Service

Any changes to the information occurring during the year will be updated as soon as possible in line with the Special Educational Needs and Disability Regulations 2014.

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