

St Modwen's Catholic Primary School



SEND Information Report Sept 2018-July 2019

At St Modwen's we work together with children, parents and professionals to enable all children to achieve their full potential. Our school's SEND Policy document is available on this website, detailing our visions, values and broader aims of the school's SEND arrangements.

We believe that all children should have their needs met and should be given an equal access to the curriculum. Our aim is to provide personalised interventions and provision for those children with special needs or disabilities, whatever those needs may be, so that they can reach their potential in school and can make good progress from their starting points. We recognise and value the contribution that all children make to school life.

Our aims are to:

- Identify as early as possible those children with special needs
- Regularly inform parents of their child's progress
- Liaise regularly with external agencies
- Create school individual education plans (IEPs) for children with additional needs
- Plan and differentiate the learning for children with special needs

Who is the Special Educational Needs Coordinator and how do I contact them?

Our SEND Coordinator (SENDCo) is Mrs V Kirkpatrick.

She is responsible for the implementation of the SEND policy and the coordination of specific provision made to support individual children with Special Educational Needs and Disabilities. The SENDCo liaises with staff to monitor the pupil's progress and offer appropriate support and training. She will have regular contact with a wide range of external agencies that are able to give more specialised advice. The SENDCo will ensure that parents and the pupil's themselves are kept fully informed and are included in the decision making process. Contact number; 01283 247560 e-mail - senco@st-modwens.staffs.sch.uk The link Governor for SEND is Mr P Moon

What is the Local Authority Offer and where can I find it?

Staffordshire's Local Offer provides information about the range of services and provision available in the local area for children and young people with SEND and their families.

Staffordshire's Local Offer can be found by clicking the following link - [Staffordshire Connects](#)

SEND Assessment and Planning contact number - 0300 111 8007

SEND Family Partnership Services contact number - 01785 356921

What types of SEN do we provide for?

We are a mainstream inclusive school where every child matters. We aim to address children's needs and support their development in the most appropriate way possible and celebrate effort as much as achievement. We provide support for children with a variety of needs including:

- **Cognition and learning** - moderate learning difficulties and specific learning difficulties such as dyslexia and dyspraxia, global learning delay
- **Sensory, Medical and Physical** - hearing impairment, vision impairment, epilepsy, cerebral palsy,
- **Communication and interaction** - Autism, selective mutism and speech and language difficulties
- **Social, Emotional and Mental Health** - attention deficit hyperactivity disorder (ADHD), attachment disorder

The school has a governor maintained nursery with 24 part time places for children from rising 3 to 4 years old. The school SENCo and Nursery manager liaise with the Early Years Area SENDCo Becky Tyler to ensure that children with Special Needs are identified early and offered the appropriate support.

Communication and Accessibility

How does St Modwen's identify children with Special Educational Needs? How do they know my child needs extra support?

All pupils at St Modwen's should have access to a broad and balanced curriculum. The school promotes a graduated approach to assessing, identifying and providing for pupils' special educational needs. It recognises that there is a continuum of SEN and that where necessary increasing specialist expertise should be involved to address any difficulties a child may be experiencing.

In the first instance the class teacher is responsible for adapting and refining the curriculum to respond to the needs of all pupils. He/she monitors each child's progress and identifies plans and delivers additional support. Parents are always informed if school staff consider that their child has an additional need and parents and children (as appropriate depending upon age and capability) are involved in the planning to meet the need. We often recommend initially that eyesight and hearing are checked to discount these aspects as possible underlying causes of learning issues.

Senior staff and class teachers regularly monitor and track pupil progress and this is often the first indication that a child needs extra support with their learning. In addition we will also consider:

- any concerns which are raised by parents/carers, teachers or the child
- any changes in the pupil's behaviour or self-esteem which may be affecting their performance
- pupil performing below age expected levels
- health diagnosis through paediatrician which may impact on the pupil's performance, well-being or accessibility to the curriculum

The SENDCo is available to parents and school staff to discuss any concerns regarding the identification or provision for SEND pupils.

How will I know how St Modwen's School supports my child? Who will oversee, plan and work with my child and how often?

Education programmes are planned by the class teachers. This may include additional general support by the teachers or teaching assistants in class.

If a pupil has needs relating to more specific areas of their education, such as reading, spelling, handwriting or maths skills, then the pupil may be taught in a small focus group. The length of time of the intervention will vary according to need. The interventions will be regularly reviewed using the assess, plan, do review cycle to ascertain the effectiveness of the provision and to inform future planning.

You will be informed about interventions and will have the chance to discuss your child's progress each term at the parents' evenings (October and February) and the report feedback evening (July).

Occasionally a pupil may need more expert support from an outside agency such as the Special Education Needs Service or the Educational Psychologist. A referral will be made after appropriate discussion and with your consent to seek further advice and support. You will receive a copy of any written reports about your child.

How does St Modwen's manage the administration of medicines and support children with medical conditions?

St Modwen's has a policy regarding the administration and managing medicines on the school site.

Parents need to contact the School Office and complete a form if medication is recommended by Health Professional to be taken during the school day.

All school staff have relevant training including updates of conditions and medication affecting children. This ensures that all staff are able to manage medical situations including complex heart conditions, haemophilia and allergies which require an epi-pen to be administered.

Care plans are used for pupil's with ongoing medical conditions and for temporary conditions such as broken limbs.

Risk assessments are completed and updated regularly for individual pupils who require a higher level of support.

How accessible is the school environment?

St Modwen's pupils transferred to our new site in September 2014. Our purpose built school is designed to be fully accessible to all and is in line with our school's inclusive vision. The school is on a single level throughout with disabled parking and ramps to access the main reception. There is a lift to allow adults to access the second floor. We have 3 disabled toilets, one with a shower and hand rails are fitted in classroom toilets to support pupils with disabilities. We make reasonable adjustments where required and we are happy to discuss individual access requirements.

Information concerning Admission to the school can be found in the school Admission policy.

Please find the school's Equality policy and the Equality Act (2010) on the school's website

<http://www.st-modwens.staffs.sch.uk/>

How are funding and resources secured to support children with SEN?

The budget is allocated each financial year. All pupils receive universal provision and the resources to ensure a broad and balanced curriculum. These include interactive c-touch whiteboards in all classrooms, iPads, lap tops, phonics resources, concrete maths equipment including numicon and a wide variety of resources to enhance the teaching of Foundation subjects. We subscribe to Espresso, Education City, spag.com, Spelling Shed, Oxford Reading Buddy, Times Tables Rockstars, Lexia in KS2, Charanga and Sing Up (music).

For children who require support in one of the four areas of need recognised in the SEND Code of Practice they receive further funding from the notional SEN budget. The money is used to provide additional support or resources according to each individual's needs. It may include 1:1 or small group support from a Teaching Assistant, specialist equipment, assessments from external specialists such as SENIS, support with individual programmes such as those recommended by physio/OT and SALT. Resources and interventions are reviewed half termly to ensure best value and impact for children.

Additional funding (AEN) is available on a short term, temporary basis for pupils who have difficulties which require a high level of support. These pupils may make the progress required in their area of need or may require further assessments and an EHC Plan.

For children who require an EHC Plan (Education, Health Care Plan) all parties, including health and other agencies involved with the child contribute to this plan. Support for the child, including funding, is discussed as part of the plan and the plan is reviewed annually.

Teaching and learning and well being for SEND pupils

How does St Modwen's assess children with Special Educational Needs?

At St Modwen's pupils throughout Early Years, Key Stage 1 and Key Stage 2 are assessed **against nationally set criteria**. Class teachers use assessment grids for reading, writing and maths and standardised tests for reading (NFER) and maths (NFER). Progress is monitored daily through marking and feedback and evidence, including standardised test scores is gathered to form an overall judgment which is submitted termly and discussed at pupil progress meetings.

A range of more specific, more specialised tests are used (usually by the SENDCo) to assist in the identification of an individual child's needs in order to plan targeted programmes for them and to use as a benchmark for measuring the impact of subsequent interventions. These include:

- Salford Reading and Comprehension Test
- YARK Assessment of phonics and reading comprehension
- SWST - single word spelling test
- Sandwell Early Numeracy test

The school also uses checklists to help identify pupil's who demonstrate difficulties that are associated with Dyslexia, Dyspraxia, ADHD and Attachment.

We work closely with the Speech and language therapy service and use recommended assessments to identify issues with speech pronunciation and understanding.

Equipment such as writing slopes and pencil grips to support pupil's with fine or gross motor skill difficulties are sourced in school upon recommendations from Occupational Therapists or observations from staff at St Modwen's.

In addition, school **SENIS** commissions support from the Entrust Special Educational Needs and

Inclusion service (). Susan Hall (specialist teacher) visits the school for a total of 7 x 3 hour slots which can be used to assess individual pupils. The results of these assessments are shared with parents and pupils and inform the planning, provision and next steps provided by staff. These assessments can provide the information required to access specialist services such as the dyslexia centre.

St Modwen's uses the Standard's Grids (pre-key stage targets) to measure and evidence the small steps progress for SEND pupils working below the expected level for their age. The indicators are useful when reviewing the progress of SEN pupil's and when setting new targets.

Further information relating to the identification and assessment of children with SEND can be found in our SEND policy document.

How does St Modwen's review the progress of SEND children?

The progress of children with an Individual Education Plan (IEP) towards their targets is regularly reviewed and new targets set when necessary. Updated IEPs are shared with parents and pupils at parents' evenings in October, February and July.

Tracking of progress against National expectations takes place towards the end of each term and for SEND pupils we look closely at the progress they have made against their baseline and compare this with that of their peers. We also look at the attainment gap between the child and their peers to consider if the gap has closed as a result of accelerated progress.

The progress of children with speech and language needs is assessed and reviewed termly and new targets are shared with staff and parents.

For children with an EHCP an Annual review is held to discuss the pupil's progress towards the

objectives on the statement and the targets set at the previous review meeting. Parents and pupils are invited to attend and contribute to the Annual review meetings. At the end of the year parents are provided with an Annual report which details the progress of children against National expectations. For SEND pupil's it will include information about their individual achievements.

How will I know if the additional support has had an impact?

The SENDCo will work closely with class teachers to review the progress made by children on the SEND register. Pupil progress meetings will discuss these children in relation to the impact of any interventions they have received. Impact is measured against the child's starting point and by considering if targets have been achieved. The meeting will discuss the appropriateness of targets and provision and also agree if children have made accelerated progress and therefore may be removed from the SEND register

The SENDCo reports the effectiveness of SEND provision to the Head teacher and SEND link Governor.

How does St Modwen's teach children with Special Educational Needs?

St Modwen's school supports the graduated response as detailed in the SEND Code of Practice (Jan 2015). High Quality Teaching that is differentiated and personalised to meet the diverse range of needs in each class is the first response for children with SEND. Daily planning takes into account individual pupils' needs and requirements to ensure that all children experience success and challenge in their learning. Grouping arrangements are flexible with opportunities for both similar ability and mixed ability groups to maximise learning opportunities for all.

Children with SEND may receive support that is additional to or different from the provision made for other children. Teaching Assistants (TAs) may be allocated to work with individual pupils' or in a small focus group to support more specific needs. If a child has been identified as having a Special Educational Need, targets will be set according to their area of need. These targets will be recorded on an Individual Education Plan (IEP) and shared with parents. Interventions will take place to ensure children have every opportunity for success.

What types of reasonable adjustments are made for children with SEND?

The curriculum is differentiated to meet the needs of all children. Differentiation may occur by grouping (e.g. small grouping, 1:1, same and mixed ability); teaching style (taking into account that children may be visual, auditory or kinaesthetic learners); provision of alternative recording methods (e.g. scribing, use of ICT, mind mapping, photographs); materials used (e.g. vocabulary and word mats, visual prompts, concrete maths equipment) and level of support provided (teacher, teaching assistant or peer support).

Children with SEND can benefit from working in quieter areas for parts of the timetable. At St Modwen's we have a number of 'break-out' areas which can be used to complete work independently or as part of a small group with adult support.

We provide workbooks with coloured pages and colour wipe boards to support children with dyslexia. Coloured Eye level reading rulers support children with dyslexic type difficulties to focus more easily.

Children with Autism and social communication difficulties benefit from the use of Visual timetables and prompt cards to support them with the structure of the school day. Work stations within the classroom are used to enable these pupils to work independently and quietly when required.

Children with physical needs are met at the school gates by a teaching assistant and supported with their personal needs and when transferring from walking frame to wheelchair to adapted classroom chair. A laptop is provided for pupil's with severe fine motor difficulties.

The use of Pupil passports help to support children with behavioural difficulties and ensure that all staff are aware of the possible triggers to poor behaviour and the appropriate response. Adult support enables SEND children with behaviour issues to take part in unstructured playtimes and the use of play buddies and play leaders helps individual children to play appropriately with their peers and have quiet time on a structured activity.

St Modwen's ensures that all classrooms are speech and language friendly and include 'chunking' of information, giving children time to process information and pre-teaching key vocabulary. These adjustments support pupils with SEND and those who have English as an additional language. The Communication Trust provide resources to support children with speech and language issues and St Modwen's takes part in their 'No pens Wednesday' event which promotes teaching the curriculum without formal recording and encourages speaking and listening.

What additional support is available for children with SEN?

St Modwen's has 11 Teaching Assistants employed either full or part time. Some TAs are deployed in classes to support children on a 1:1 basis and other TAs support groups and individuals in class.

The SENDCo will work with class teachers and TAs under the direction of the Head teacher to develop timetables of support for pupils' with SEND.

On a typical day a child with SEND may receive support in class to remain on task and complete differentiated activities, work with a small group on speech and language targets, have 1:1 support on IEP or EHCP targets. All Teaching Assistants are trained to deliver interventions and small group support. A number of TAs can cover whole classes to enable the class teacher to work with small groups and individual pupils.

Staff who work with children who have medical or physical needs are appropriately trained and work closely with outside agencies such as the physiotherapist and community nursing team.

How does St Modwen's support my child's overall well-being and emotional needs?

The school offers a wide variety of pastoral support for pupils who are encountering emotional difficulties. The class teachers and teaching assistants are readily available for pupils who wish to discuss issues and concerns with them. A teacher and 2 TA's which is a structured programme of listening to children's worries and concerns.

Well - being areas have been developed to allow children to have quiet time and take part in Nurture groups with an adult to support.

Children are given the opportunity to explore issues such as friendships and change through the PSHE curriculum. All staff encourage children to express their views and share concerns either face to face or through systems such as the 'worry box' and 'online safety box' which have been introduced by the school council and digital leaders.

St Modwen's takes part in Anti-bullying week and works with children regularly through class activities and school assemblies to ensure that children are clear about what bullying is and how to report their concerns.

Children with social communication difficulties are supported to build appropriate relationships with their peers at lunchtimes by taking part in small group activities focusing on areas such as turn taking, conversation skills and playing socially speaking board games.

What support is provided to avoid exclusion and improve attendance?

St Modwen's is committed to supporting children with behaviour difficulties to achieve their full potential. We have a positive approach to behaviour management as detailed in our behaviour policy. We will inform parents of any changes in a pupil's behaviour that are causing concern and in turn we request that parents inform school of anything that may have happened at home, which may change the child's behaviour at school.

If a child has on-going behaviour difficulties an Individual Behaviour Plan is written alongside the child and parents to identify the specific issues, put relevant support in place and set targets.

The attendance of every child is monitored daily. Lateness and absences are recorded and reported to the Head teacher. The Head teacher and the admin assistant in charge of attendance will work with parents and hold meetings when required to see if any support is needed and look at possible actions to improve attendance when it is causing concern.

What training do staff have to support children with additional needs?

The SENDCo attends regular updates and network cluster meetings and will undertake the National Award within the next few years. There is an ongoing programme of training in place to ensure that all teachers and support staff have appropriate skills and knowledge to support provision for children with Special Educational Needs. Specialist expertise has been secured from SENIS, Hearing impaired service, Autism Outreach team and Fountains school through the Burton Cooperative cluster.

Staff have completed training on

- Precision teaching

- FFT Wave 3 literacy support
- Supporting pupils with a hearing impairment
- Supporting pupils with Autism during lunchtimes
- Attachment and the impact in the classroom
- Dyslexia friendly training, we have achieved the on entry status as a dyslexia friendly school
- 1 member of staff has had HOPE training to support pupils with social and emotional difficulties
- A number of TAs are trained to support children with Speech and Language difficulties
Level 1 Autism training

How is the decision made about how much support my child will receive?

These decisions are made in consultation with class teacher, SENDCo and head teacher. Decisions are based upon regular tracking of pupil progress and as a result of assessments by outside agencies if they are involved.

The level of support is linked to the complexity and severity of a pupil's needs. There is an expectation that pupils should develop independent learning skills as far as possible and not become reliant on adult support and this will be included in personalised targets and learning aims.

Pupil progress is reviewed regularly using the assess-plan-do-review cycle and levels of support may be adjusted following each review.

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

Educational visits are planned so that all children can access them. Risk assessments are carried out and all reasonable adjustments, including additional adults to accompany individual children, are put in place to enable all children to benefit from curricular activities.

Extra-curricular activities such as after school sports clubs are open to all and support is put in place to ensure that pupils with SEND can take part.

Partnership
<p>What should I do if I think my child may have special educational needs?</p> <p>The class teacher is always the first point of contact for parents to ask questions or raise any concerns about their children. If you have further concerns, please request an appointment with the SENDCo.</p>
<p>How are the Governors involved and what are their responsibilities?</p> <p>The Governor with responsibility for Special Educational Needs is Mr P Moon. He is responsible for supporting the school in monitoring and evaluating the provision for pupils with Special Educational Needs and Disabilities throughout the school.</p>

How will I know how my child is doing?

You will be able to discuss your child's progress termly including, at Parents' Evenings in October and February, and you will receive copies of IEPs. Your child's class teacher is available at the end of each day if you wish to ask brief questions or highlight small concerns. Appointments can be made for more detailed discussions with class teachers or the SENDCo. Parents will receive a written report at the end of each school year.

How will you help me to support my child's learning?

The class teacher is often the best point of advice for suggesting ways in which you can support your child. In addition, any guidance or advice from outside agencies or professionals will be shared with you. Parents are invited to support their children through actions on the IEP.

What additional specialist services and expertise can be accessed by St Modwen's?

At times it may be necessary to consult with outside agencies to receive more specialised expertise. Parents are involved from the onset and both their views and permission sought prior to any outside involvement.

The agencies used by the school include:

Speech and Language therapy - Eleanor Brown/ Chloe Wilkes

SALTESS - Nicky Clarke

Occupational Therapy

Educational Psychologist - Suzi Cresswell

School Nurse - Jill Fletcher, Kelly Reay and Wendy Kendrick

Community Paediatricians - Dr Chaudri, Dr Thomas

CAMHS (Child & Adolescent Mental Health Service)

Autism outreach - Carolyn Hopkins, Kath Griffith

Hearing and Vision impairment service - Sarah Groucutt-Wainwright (HI) Sandy Matthews (VI)

HOPE project - Mrs Horobin

ELSA - Mr Brassington, Miss Bull, Miss Innwood

Local support team

Social Services

An Educational Psychologist is allocated to support each school. He/she would normally only work directly with pupils whose needs are felt to be quite considerable and only after a period of time if children have not responded well to the interventions previously put in place for them.

In order to help understand the pupil's educational needs better, the Educational Psychologist will generally meet with the parent and give feedback after the assessment has been completed. He/she will offer advice to the school and parent/carers on how to best support the pupil in order to take their learning forward.

How will the school prepare and support my child when joining St Modwen's?

Many strategies are in place to enable the pupil's induction and transition to be as smooth as possible.

These include:

- Contact with admin staff to complete detailed forms once a place has been offered - this is usually the first opportunity to establish whether there are any known special education needs or any disabilities. Liaison with the previous school/nursery prior to the pupil joining.
- Transition meetings with outside agencies and professionals already working with your child
- Where possible, pupils attend a number of sessions in their new class where they spend some time with their class teacher and meet other pupils

How will you support my child when they are moving to a new class or changing school?

If your child is moving child to another school, we will make sure that all records about your child are passed on as soon as possible. We will arrange face to face meetings to share information about your child's needs with the person assuming responsibility at the new school.

When moving classes within school, information will be passed on to the new class teacher in advance and a planning meeting will take place with the new teacher. All children meet their new teacher prior to moving.

Towards the end of Year 6, transition days and opportunities to visit the high school will take place. The SENDCo meets with secondary school staff where appropriate to discuss the needs of each child with SEND.

How will I be involved in discussions about and planning for my child's education?

All parents are encouraged to contribute to their child's education. At St Modwen's we involve parents in a variety of ways:

- discussions with the class teachers including parental input into IEPs and how parents can best help their child at home
- discussions with the SENDCo who is easily contactable via the school office. Parents may be invited into school to discuss their child's progress at any time and additional meetings arranged. Parents can request meetings to discuss particular aspects of their child's SEND ; we particularly welcome information from parents about how their child learns best
- reports and assessments from external specialists shared with parents
- parental survey forms are used at annual reviews and throughout the year to obtain parents' views about their child's SEND, support in place to address needs and any modifications to this support which parents feel may be appropriate.

How will my child be involved in decisions about their education?

St Modwen's encourages pupils' to share their views about the school and their education. The School Council has an open forum for any issues and 'comments' boxes, including one specifically for e-safety issues, are located throughout the school for pupils' to post their views.

Children who have IEP targets discuss their targets with their class teacher.

If your child has an Education Health Care Plan, their views will be sought before any review meetings and they will attend the meetings.

What do I need to do if I have an issue or complaint?

We hope that complaints about SEND provision will be rare, however, if there should be a concern the process outlined in the school's [DES complaints policy](#) should be followed. Please click the link or ask for a copy from the school office.

Who can I contact for further information?

If you wish to find out more information and Special Education Needs or Disabilities, please request an appointment with Mrs Kirkpatrick via the school office@st-modwens.staffs.sch.uk

Further information about '[Staffordshire's Local Offer](#)' of services for children and families is available on [their website](#).