



St Modwen's Catholic Primary School



SEND Information Report

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 have equal access to a broad and balanced curriculum. Our aim is to provide personalised interventions and provision for those children with special needs or disabilities so that they can reach their full potential in school and can make good progress from their starting points.

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.

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

Communication and Accessibility

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

The school will listen to concerns raised by parents/carers.

The pupil asks for help and support.

Senior staff and class teachers regularly monitor and track pupil progress to identify children who need extra support with their learning and/or emotional wellbeing.

Pupil observations highlight they have additional needs in one of the four broad areas of need:

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

Class teachers will put extra support and interventions in place to support your child. If these are not having an impact then they will discuss concerns with the SENDCo and your child might be placed on the SEND register.

How will St Modwen's School support my child?

In the first instance the class teacher is responsible for adapting and refining the curriculum to respond to the needs of all pupils. Teachers will talk to you about any concerns that they have about the progress your child is making.

In this discussion, they will let you know what extra support and interventions have been put in place.

If your child needs support from an outside agency a referral will be made after a discussion with yourself.

Class teachers will plan work to meet the needs of your child. They will also use assessments to write an Individual Education Plan for your child. This plan will be shared with you and your child and updated at least 3 times a year.

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

All pupils receive universal provision and resources to ensure a broad and balanced curriculum.

For children who require support in one of the four areas of need recognised in the SEND Code of Practice they will receive further funding from the notional SEN budget. This money is used to provide additional support or resources according to each individual's needs. Resources and interventions are reviewed regularly 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. This may allow pupils to make the progress required in their area of need or they may require further assessments and an EHC Plan.

For children who require an EHC Plan (Education, Health Care Plan) all agencies involved with the child will contribute to the writing of this plan. Support for the child, including funding, is discussed and these plans are reviewed annually.

School has resources to support pupils with SEN in their learning for example; seating support cushions, writing slopes and fiddle toys. Where required school will contact appropriate organisations if required to support in providing further equipment needed to support our pupils at school for example, mobility support.

How will I know how my child is doing?

You will be able to discuss your child's progress termly 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 questions or highlight concerns.

Appointments can also be made for more detailed discussions with class teachers or the SENDCo.

You will receive a written report at the end of each school year.

How accessible is the school environment?

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 on the school's website <http://www.st-modwens.staffs.sch.uk/>

Our schools Accessibility Policy can also be found on the schools website <http://www.st-modwens.staffs.sch.uk/> detailing the increasing access for SEND pupils to the school curriculum, the improving access to the physical environment of the school for SEND pupils and the improving of the delivery of written information to SEND pupils.

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

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 to administer medication and manage medical situations including complex heart conditions, haemophilia and allergies which require an epi-pen to be administered.

Care plans are used for pupils with ongoing medical conditions.

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

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

The class teacher is always the first point of contact for parents to ask questions or raise any concerns about your children. If you have further concerns, please request an appointment with the SENDCo.



Teaching and learning for SEND pupils

What additional support is available for children with SEN?

On a typical day a child with SEND may receive a range of support, from small group or 1:1 interventions to support in whole class situations delivered by the class teacher, teaching assistant (TA) or learning mentor.

Teaching Assistants (TAs) are in classes to support children in order to meet their individual needs.

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.

Staff who work with children who have medical or physical needs are appropriately trained and work closely with outside agencies.

What 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); 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 '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 Now and Next boards to support them with the structure of the school day. Work stations within the classroom are used to enable pupils to work independently and quietly when required.

Children with physical needs can be met at the school gates by a teaching assistant and supported with their personal needs.

Laptops can be provided for pupils 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.

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 both pupils with SEND and those who have English as an Additional Language.

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

Decisions are made in consultation with class teacher, SENDCo and head teacher. Decisions are based upon regular tracking of pupil progress and any recommendations from 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 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. PiXL tests and interventions are used to assess progress throughout the year for year groups 1-6.

A range of more specific, more specialised tests are used to assist in the identification of an individual child's needs. 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 pupils who demonstrate difficulties that are associated with Dyslexia, Dyspraxia, ADHD and Attachment.

We work closely with our speech and language therapist and use recommended assessments to identify issues with speech pronunciation and understanding.

St Modwen's uses the Continuum to measure and evidence the small steps progress for SEND pupils working below the expected level for their age. These indicators are useful when reviewing the progress of SEND pupils and when setting new targets.

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 at least 3 times a year.

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. 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, pupils and all agencies involved with the child 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 pupils it will include information about their individual achievements.

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. We have staff trained in ELSA and HOPE. 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 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 training do staff have to support children with additional needs?

The SENDCo attends regular updates and network cluster meetings and has undertaken the National Award.

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.

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 includes concerns of bullying.

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.

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

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
- Occupational Therapy
- Educational Psychologist
- School Nurse
- Community Paediatricians
- CAMHS (Child & Adolescent Mental Health Service)
- Autism outreach
- Hearing and Vision impairment service
- HOPE project
- ELSA
- 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
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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.

When moving classes within school all information regarding your child will shared with the new class teacher in advance.

All children meet their new teacher prior to moving, and when required a booklet is produced with pictures showing staff, new seat/work station etc.

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

Who is the SEND Governor?

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.

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.

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 complaints policy should be followed. Please [click the link](#) or ask for a copy from the school office.

