



# **SEND Information Report**

## **Saint Aidan's Catholic Primary School**

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*Love God, Love One Another.*

# SEND Information Report

## Saint Aidan's Catholic Primary School

### **What kinds of Special Educational Needs do we provide for?**

Saint Aidan's aims to provide access to the curriculum for all by removing barriers to learning. We value early identification and working with parent/carers and other agencies in the best interests of the child. We provide for pupils with the following needs:

<b>AREA OF NEED</b>	<b>CONDITION</b>
<b>Communication and Interaction</b>	Autism
	Speech and Language difficulties
<b>Cognition and learning</b>	Specific learning difficulties, including dyslexia and dyspraxia,
	Moderate learning difficulties
	Severe learning difficulties
<b>Social, Emotional and Mental Health</b>	Attention Deficit Hyperactive Disorder (ADHD)
	Attention Deficit Disorder (ADD)
<b>Sensory and/or Physical</b>	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment

### **Which staff will support my child and what training have they had?**

Our SENDCo is Mrs. Anna Richardson, she has over 20 years teaching experience and achieved the National Award in Special Education Needs Co-ordination in 2014.

All of our teachers receive in-house SEN training and are supported by the SENDCo to meet the needs of the pupils who have Special Educational Needs.

Our Teaching Assistants receive training to help them better support the needs of the children they work with. In the coming academic year, they will receive training on:

- Developmental Language Disorder
- Supporting Non-Verbal pupils in the classroom
- Supporting pupils with sensory needs
- Colourful Semantics
- Supporting children in Maths

## **External agencies and experts**

Sometimes we need extra help to offer our pupils the support they they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families.

- Speech and Language Therapists
- Educational Psychologists
- Occupational Psychologists
- School Nurse
- Child and Adolescent Mental Health Service (CAMHS)
- Attendance Officer
- M-Thrive
- Early Help

## **What should I do if I think my child has SEN?**

If you think your child has SEN the first person you should tell is your child's teacher. You can do this via a message on class dojo or by arranging a meeting/phone call via the school office. The class teacher will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are. They will make a note of what has been discussed and where appropriate it will be discussed with the SENDCo. If we decide that your child needs SEN support we will inform you of this and gain your permission to add your child to the SEND register.

## **How will the school know if my child needs SEN support?**

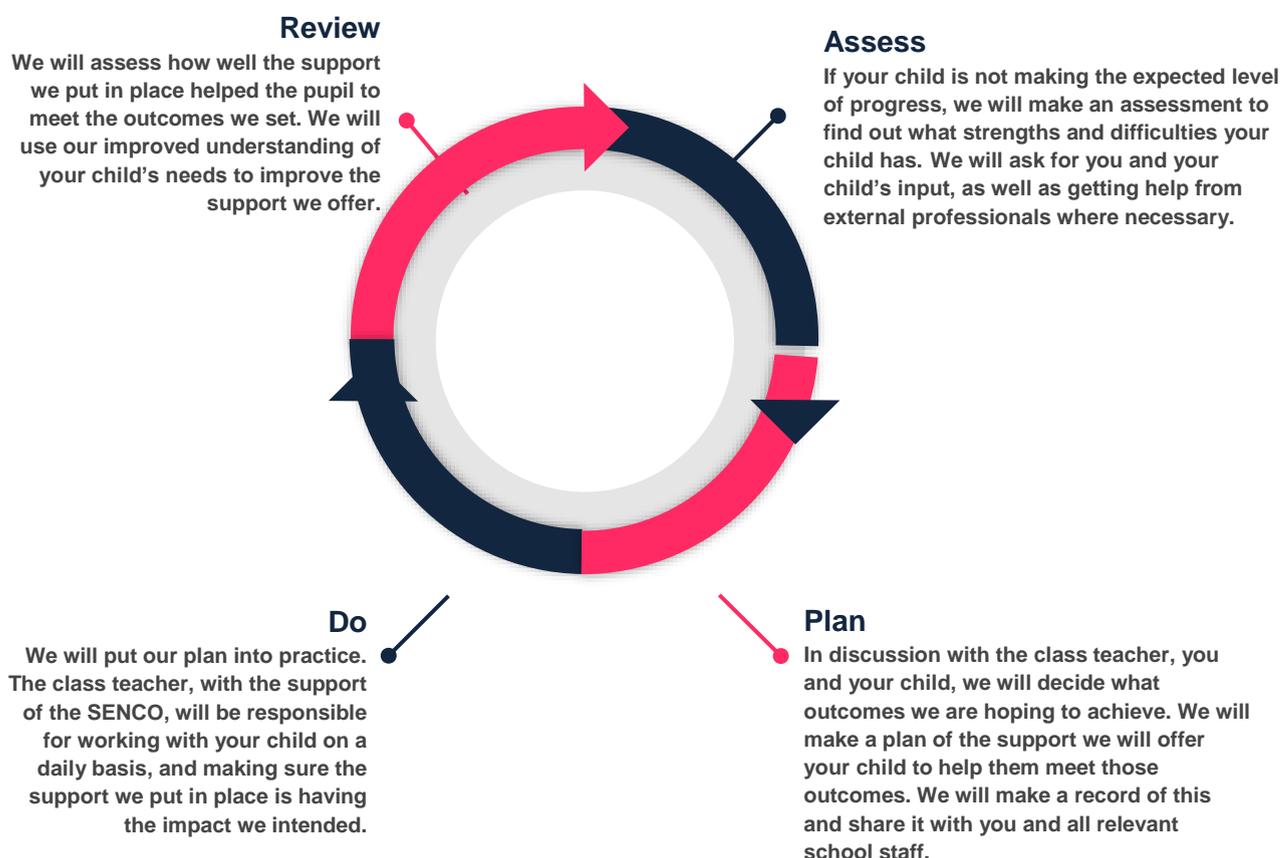
- All pupils are tracked in English and Maths throughout the school year. Progress of each child is rigorously monitored. If there are any concerns regarding progress additional support or intervention may be provided depending on the need of the individual child.
- Additional support or intervention is individual to the child's needs.
- Progress of the child continues to be monitored and evaluated by the class teacher

and the SENDCo.

- Any new children joining our school will be assessed in a variety of different ways and information from a child's previous school will be sought.
- If you think that your child has special needs and this has not already been identified by the school, then an appointment can be made to see your child's class teacher or the SENDCo.

## How will the school measure my child's progress?

We will follow the 'graduated approach' to meeting your child's SEN needs. The graduated approach is a 4-part cycle of **assess, plan, do, review**.



As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

## **How will I be involved in decisions made about my child's education?**

We will provide an annual written report on your child's progress in the summer term.

You will be invited to meet with your child's class teacher at least twice a year.

The SENCO may also attend these meetings to provide extra support.

We know that you're the expert when it comes to your child's needs and aspirations. So we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEN support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed, this record will be shared with all relevant staff.

If you have concerns that arise between these meetings, please contact your child's class teacher.

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

The level of involvement will depend on your child's age, and level of competence. We recognise that no two children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey

## **How will the school adapt its teaching for my child?**

Your child's teacher is responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will adapt how we teach to suit the way the pupil works best. There is no 'one size fits all' approach to adapting the curriculum, we will work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

These adaptations could include:

- Adapting our curriculum to make sure all pupils are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Teaching assistants will support pupils on a 1-to-1 basis when needed
- Teaching assistants will support pupils in small groups when appropriate

We may also provide the following interventions:

AREA OF NEED	CONDITION	HOW WE SUPPORT THESE PUPILS
<b>Communication and interaction</b>	Autism	Visual timetables Social stories Sensory Circuits Daily check ins Personal work spaces – where possible/appropriate
	Speech and language difficulties	Individual speech and language therapy programmes  Suggested whole class adaptations
<b>Cognition and learning</b>	Specific learning difficulties, including dyslexia, dyspraxia	Writing slope Coloured overlays
	Moderate learning difficulties	Adapted curriculum
	Severe learning difficulties	
<b>Social, emotional and mental health</b>	ADHD, ADD	Quiet workstation Movement breaks Check in with key people Time out
	Adverse childhood experiences and/or mental health issues	Counselling/Early Help/MThrive
	Hearing impairment	

<b>Sensory and/or physical</b>	Visual impairment	Enlarged print books Visualisers	○
	Multi-sensory impairment	Varied approach according to specific needs	
	Physical impairment	Adaptation to PE lessons	

## **How will the school evaluate whether the support in place is helping my child?**

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their goals each term
- Reviewing the impact of interventions
- Using pupil questionnaires
- Monitoring by the SENCO
- Holding an annual review (if they have an education, health and care (EHC) plan)

## **How will the school resources be secured for my child?**

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- More teaching assistant hours
- Further training for our staff
- External specialist expertise

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

The school will cover up to £6,000 of any necessary costs. If funding is needed beyond this, we will seek it from our local authority.

## **How will the school make sure my child is included in activities alongside pupils who don't have SEND?**

- All of our extra-curricular activities and school visits are available to all our pupils, including our after-school clubs.
- All pupils are encouraged to go on our school trips.
- All pupils are encouraged to take part in [sports day/school plays/special workshops
- No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure that they can be included.

## **How does the school make sure the admissions process is fair for pupils with SEN or a disability?**

Our Admissions Policy supports the admission of SEND pupils and the process is fair.

We are an inclusive school and if a child has an EHCP this is considered and assessed to ensure that we are the right setting and can meet need as per the SEND Code of Conduct.

## **How does the school support pupils with disabilities?**

All reasonable adjustments are made to support children with any disabilities. We strive to support every child and will ensure that accessibility plans are in place for the school, the environment and all areas of the curriculum.

There should not be a barrier to the child learning.

All advice is taken from outside agencies to support any need.

## **How will the school support my child's mental health and emotional and social development?**

We provide support for pupils to progress in their emotional and social development in the following ways:

- All pupils including those with SEN are encouraged to be part of the school council
- All pupils including those with SEN are also encouraged to be play leaders to promote teamwork and building friendships
- We provide extra pastoral support for listening to the views of pupils with SEN by allocating key adults to support them.

We have a 'zero tolerance' approach to bullying.

## **What support will be available for my child as they transition between classes or settings?**

### **Between years**

To help pupils with SEND be prepared for a new school year we:

- Ask both the current teacher and the next year's teacher to attend a final meeting of the year when the pupil's SEN is discussed
- Schedule lessons with the incoming teacher towards the end of the summer term

### **Between schools**

When your child is moving on from our school, we will ask you and your child what information you want us to share with the new setting.

For Year 6 Pupils The SENCO of the secondary school will come into our school for a meeting with our SENCO. They will discuss the needs of all the children who are receiving SEN support.

Pupils will be prepared for the transition by:

- Attending transition days
- Learning how to get organised independently
- Plugging any gaps in knowledge
- Completing Manchester Local Authority Transition lessons

## **What support is in place for looked-after and previously looked-after children with SEN?**

Mrs Richardson, our SENCO, makes sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

## **What should I do if I have a complaint about my child's SEN support?**

Complaints about SEN provision in our school should be made to the Headteacher in the first instance. They will then be referred to the school's complaints policy. If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the SEN Code of Practice.

If you feel that our school discriminated against your child because of their SEND, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: <https://www.gov.uk/complain-about-school/disability-discrimination> You can make a claim about alleged discrimination regarding:

- Admission
- Exclusion
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services.

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

## **What support is available for me and my family?**

If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at Manchester's local offer publishes information about the local offer on their website:

Our local special educational needs and disabilities information advice and support services (SENDIASS) organisations are: [Manchester Local Offer](#)

Manchester SENDIAS: <https://www.iasmanchester.org/>

Local charities that offer information and support to families of children with SEND are:

National charities that offer information and support to families of children with SEND are:

- [IPSEA](#)
- [SEND family support](#)
- [NSPCC](#)
- [Family Action](#)
- [Special Needs Jungle](#)