



SEND Information Report

Saint Aidan's Catholic Primary School

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Love God, Love One Another.

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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.

How do we identify a child with SEND and how do we assess their needs?

Children are identified through the tracking of progress in all areas. Early identification of difficulties is key to ensuring appropriate provision is in place for their learning. The children are assessed through health, speech and language and educational psychology dependent upon the need.

Appropriate targets are then put in place and are tracked and monitored.

Who is the SENDCO and how can we contact them?

Mrs Deborah Fitzpatrick

Phone number 0161 998 4126

sen@st-aidans.manchester.sch.uk

How do we involve parents and consult with them about their child's education?

All parents/carers can approach the class teachers and also the SENCO. Appointments can be made to speak about their concerns at any time. Members of staff will make themselves available if the need arises to deal with a situation or if information needs to be passed on. The Head and Deputy endeavour to be available to meet parents/carers regularly. Progress is reported at Parents Evenings and through an annual report. Children with a plan will also have an annual review. Targets are sent home and parents are welcome to ask at any point for up to date information on their child's progress. Open mornings take place in the EYFS-all parent/carers are welcome.

How do we involve and consult the children about their education?

Annual reviews are in place and also more frequent reviews if required by the programme/intervention being delivered. Parents are notified of review dates and invited to attend alongside other professionals that are involved with the child. The child also attends the meetings and is actively involved in the discussions. The child has regular conversations with class teachers and support workers about their learning and ways to help them learn. Children have a one-page profile that is updated.

How do we assess and review the progress that children make and how do we involve them and their parents?

Annual reviews are in place for all children with an Educational Healthcare Plan and also more frequent reviews are available if required. Parents are notified of review dates and invited to attend alongside other professionals that are involved with the child. Feedback is given to parents of children with SEND at regular intervals and also when a phase has been delivered so that the next steps can be discussed.

How do we support our pupils with SEND as they move on to high school or move to another school?

Transition reviews take place and all staff involved in the transition are invited to attend. All paperwork is given to the next school in order for them to have a fuller picture of the needs of the child and how best to support them. Advice and support once the children have moved on is always available and can be accessed at any time via phone, email or a visit.

What is our approach to teaching children with SEND?

All children are welcomed and supported appropriately in order to access the curriculum at the appropriate level.

Additional support is provided by trained Teaching Assistants working with SENDCO to offer specialist tailored interventions.

Greater support is offered when applicable and funding is in place for children requiring Educational and Healthcare Plans.

Lancasterian Specialist School/The Grange and Ashgate Specialist Outreach and other professionals ensure that the school is adequately supported in a variety of areas.

The SENDCO / Head and SLT are trained appropriately and The Deputy Head/SENDCO is trained in CCET to test the children in order to assess the correct programmes for them. We provide access to swift, appropriate referrals and consultations with a qualified Speech and Language therapist, an Educational Psychologist and an Occupational Therapist via SENDCO.

The SENDCO is also Elkan trained (in Speech and Language) which enables her to support and work with the Speech and Language Therapist and Educational Psychologist more effectively.

There is also access to current and specialised continuing professional development from a variety of agencies including the School Nurse, Lancasterian Specialist School and Healthy Schools.

Tests and SAT tests- If children require extra time / support/specific test papers then all reasonable adjustments are made for testing in school. For externally marked tests (SATs) - permission is sought from the relevant authorities to support the child unless the child has an EHCP.

How do we adapt the curriculum and the learning environment for children with SEND?

The curriculum is amended into a small steps approach in order to ensure that progress is being made and any adjustments that are required to facilitate a child's need are written into their IEP and addressed by the class teacher. Parents will be notified of when any specialist interventions are planned to take place for extra support outside of the classroom. Parents will be informed in writing when these interventions are starting and finishing and they are welcome to discuss the purpose and impact of them with the school SENDCO.

How the staff are trained and kept up to date? If we need more expert help and advice, what do we do?

The SENDCO and Head teacher are trained appropriately and the SENDCO attends regular training and cluster group sessions run by the Local Authority, Speech and Language Therapists, Educational Psychologists and specialists in Autism. We provide extra in-house qualified specialists who train our staff to deliver the best quality tailored interventions and the SENDCO is allocated plenty of time to thoroughly deliver the duties required of the role.

How do we know if what we provide for the children is effective?

Children with SEND in the school make good progress as identified in OFSTED 2018 and there is good parental/child satisfaction evidenced through completed questionnaires.

How are children with SEND enabled to take part in all the activities available at school?

Children with SEND are encouraged to participate in all areas of school life and provision is made for them to be able to access all that the school offers in terms of activities during and after school.

How do we support children with emotional and behavioural difficulties?

Children can access emotional health wellbeing support, and therapeutic inclusion therapies at all times and staff in the school are trained to support them. A special room is available to support this therapy. We also access support from the Gaddum Centre to support child through bereavement and grief.

How do we deal with bullying and make sure children with SEN can tell us if they are having a problem?

We have an open door policy with the children and have a zero tolerance approach where bullying is concerned. All children can discuss with any member of staff and they know that action will be taken.

What arrangements do we make for supporting children who have SEN and are in the care of the local authority?

The children in the care of the local authority are appropriately tracked and monitored to ensure that they are accessing all the areas of the curriculum and are making the same rates of progress as their peers. Support is in place to ensure that emotionally and academically the children are able to progress in all areas.

What should I do if I have a concern or complaint about the provision for my child?

The parent/carer should follow the complaints procedure. This can be found on the website.

Where can I find information about the authority's Local Offer?

On the school website in the school's local offer.

Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after 6-12 weeks
- Using pupil questionnaires
- Monitoring by the SENCO who will arrange for pre and post assessments for interventions
- Using provision maps to measure progress
- Holding annual reviews for pupils with statements of EHC plans

We strive to offer all our children with Special Educational Needs and Disabilities the same opportunities as those without both in and outside the school day.

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on trips and visits.

All pupils are encouraged to take part in sports opportunities, school plays, assemblies, and workshops.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

Support for improving emotional and social development.
We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with social and emotional difficulties are encouraged to be part of the school council
- Pupils with social and emotional difficulties are given access to a wide range of interventions such as therapeutic inclusion and extra small group sessions targeting promotion of well-being, self-esteem, confidence and motivation.

SEND DATA FOR CHILDREN ACHIEVING EXPECTED STANDARD (ACTUAL AND PREDICTED)

Year Group	Similar Schools 2017/18	St Aidan's School 2017/18	St Aidan's Autumn 2018 Data	St Aidan's Spring 2019 Data
EYFS GLD	2%	9%	9%	9%
Y1 Phonics	47%	70%	50%	50%
KS1 Reading EXPECTED	34%	33%	50%	50%
KS1 Writing EXPECTED	23%	17%	50%	50%
KS1 Maths EXPECTED	35%	17%	40%	40%
KS2 Reading EXPECTED	37%	30%	14%	50%
KS2 Writing EXPECTED	34%	40%	14%	51%
KS2 Maths EXPECTED	41%	48%	43%	38%
	Actual	Actual	Predicted	Predicted

SUMMER TERM EVALUATION

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