

The SEND Information Report

Our Lady of Walsingham Catholic

Primary School

Introduction

Our Lady of Walsingham is committed to safeguarding and promoting the welfare of children and expects all staff (and volunteers) to share the commitment.

Who are the best people to talk to at Our Lady of Walsingham about my child's difficulties with learning/ Special Educational Needs or disability (SEND)?

The Special Educational Needs Co-ordinator (SENCo) and Inclusion Manager for the school is Luke Politano. He is responsible for:

- Coordinating all the support for children with special educational needs or disabilities (SEND) and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school.
- Ensuring that you are:
 - involved in supporting your child's learning
 - kept informed about the support your child is getting
 - involved in reviewing how they are doing
- Liaising with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapy, Learning Support Advisory Teacher etc.
- Updating the school's Inclusion Register (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are excellent records of your child's progress and needs.
- Providing specialist support for teachers and teaching assistants in the school so they can help children with SEND in the school achieve the best progress possible.

Class teacher

Responsible for:

- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support) and letting the Inclusion Manager/SENCo know as necessary.
- Writing IEP's, sharing and reviewing these with the child and parents and support staff.
- Ensuring that all staff working with your child in school are helped to deliver the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

Headteacher

Responsible for:

- The day to day management of all aspects of the school, this includes the support for children with SEND.
- The Headteacher will give responsibility to the Inclusion Manager/SENCo and class teachers but is still responsible for ensuring that your child's needs are met.
- The Headteacher must make sure that the Governing Body is kept up to date about any issues in the school relating to SEND.

Inclusion Manager/SENCo

Responsible for:

- Ensuring that the Inclusion Register is updated on a termly basis.
- Monitoring the class Provision Maps to ensure they are kept up to date on a termly basis (a document that states the individual programmes and interventions available within school to support children with SEND).

SEN Governor

Responsible for:

- Making sure that the necessary support is made for any child who attends the school who has SEND.

What are the different types of support available for children with SEND in Our Lady of Walsingham?

Class teacher input via excellent targeted classroom teaching also known as Quality First Teaching.

For your child this would mean:

- That the teacher has the highest possible expectations for your child and all pupils in their class.
- That all teaching is based on building on what your child already knows, can do and can understand.
- Different ways of teaching are in place so that your child is fully involved in learning in class. This may involve things like using more practical learning.
- Specific strategies (which may be suggested by the Inclusion Manager, SENCo or outside agencies) are in place to support your child to learn.
- Your child's teacher will have carefully checked on your child's progress and will have decided that your child has gaps in their understanding/learning and needs some extra support to help them make the best possible progress.

All children in school receive this as a part of excellent classroom practice when needed.

Specific group work with in a smaller group of children.

This group, often called an intervention group, may:

- take place in the classroom or outside of the class.
- be led by a teacher or a trained member of the school support staff.

Stage of SEN Code of Practice: Special Educational Needs (SEN) Support could mean:

1. Your child has been identified by the class teacher as needing some extra support due to specific gaps in an area of learning. For your child this would mean:
 - He/ she will engage in either 1:1 or group sessions with specific targets to help him/her to make more progress.
 - A teaching assistant/teacher will lead these small group sessions using the teacher's plan.

2.If a child is identified by the Inclusion Manager/SENCo as needing extra specialist support in school from a professional outside the school. This may be from:

- Outside agencies such as the Speech and Language Therapy (SALT) Service, Educational Psychology Service, Sensory Inclusion Service (for students with a hearing or visual need),

For your child this would mean:

- Your child will have been identified by the class teacher, Inclusion Manager/SENCo (or you will have raised concerns) as needing more 'specialist' input which is 'different from' or 'additional to' quality first teaching and intervention groups.
- You will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward.
- You may be asked to give your permission for the school to refer your child to a specialist professional e.g an Educational Psychologist or Speech and Language Therapist. This will help the school and yourself understand your child's particular needs and be able to support them better in school.
- The 'specialist' professional will work with your child to understand their needs and make recommendations, which may include:
 - Making changes to the way your child is supported in class e.g some individual support or changing some aspects of teaching to support them better
 - Support to set appropriate targets which will include their specific expertise
 - A group run by school staff under the guidance of the outside professional e.g a social skills group
 - A group or individual work with an outside professional
- The school may suggest that your child needs some individual support in school. They will tell you how the support will be used and what strategies will be put in place.

The school will also consider making an application for Higher Needs Funding if the cost of providing the additional to and different from support for your child exceeds £6,000.

This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups.

Specified Individual Support

This is usually provided via a Statement of Special Educational Needs or an Education, Health and Care Plan (EHCP). This means your child will have been identified by the class teacher, Inclusion Manager/SENCo as needing a particularly high level of individual or small group teaching, which cannot be provided from the budget available to the school. Usually your child will also need specialist support in school from a professional outside the school e.g. Speech and Language therapy (SALT) Service, the ASD Outreach Team (Spectra), Learning Support Advisory Service or Sensory Inclusion Service (for students with a hearing or visual need) etc.

For your child this would mean:

- The school (or you) can request that the Local Authority carry out a statutory assessment of your child's needs. This is a legal process which sets out the amount of support that will be provided for your child.
- After the school have sent in the request to the Local Authority (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the SEN Support.
- After the reports have all been sent in, the Local Authority will decide if your child's needs are severe, complex and lifelong and that additional support in school is required to make good progress. If this is the case they will write a Statement of Special Educational Needs or an EHC Plan. If this is not the case, they will ask the school to continue with the SEN Support.
- The Statement or EHC Plan will outline the number of hours of individual/small group support your child will receive from the LA and how the support should be used and what strategies must be put in place. It will also have long and short term goals for your child.
- The additional adult may be used to support your child with whole class learning, run individual programmes or run small groups including your child.

This type of support is available for children whose learning needs are severe, complex and lifelong, or requiring additional support in school.

How can I let the school know I am concerned about my child's progress?

- If you have concerns about your child's progress you should speak to your child's class teacher initially.
- If you are not happy that the concerns are being managed and that your child is still not making progress you should speak to the Inclusion Manager/SENCo or Headteacher
- If you are still not happy you can speak to the school SEND Governor.

How will the school let me know if they have any concerns about my child's learning in school?

If your child is identified as not making progress the school will set up a meeting to discuss this with you in more detail and to:

- listen to any concerns you may have
- plan any additional support your child may receive
- discuss with you any referrals to outside professionals to support your child's learning

How is extra support allocated to children and how do they move between the different levels?

- The school budget, received from the EFA includes money for supporting children with SEND.
- The Headteacher decides on the budget for Special Educational Needs and Disabilities in consultation on with the school governors, on the basis of needs in the school.
- The Headteacher, Inclusion Manager/SENCo discuss all the information they have about SEND in the school, including:
 - the children getting extra support already
 - the children needing extra support
 - the children who have been identified as not making as much progress as would be expectedand decide what resources/training and support is needed.
- All resources/training and support are reviewed regularly and changes made as needed.

Who are the other people providing services to children with a SEND in Our Lady of Walsingham?

- Pastoral Support within Our Lady of Walsingham (learning mentor)
- Intervention Teachers within Our Lady of Walsingham
- Educational Psychology Service
- Sensory Inclusion Service for children with visual or hearing needs
- Speech and Language Therapy Service
- Occupational Therapy Service
- School Nurse
- Physiotherapy
- Councilor (play therapy)
 - CAMHS (Children and Adolescent and Mental Health Services)

How are teachers at Our Lady of Walsingham helped to work with children with a SEND and what training do they have?

- The Inclusion Manager/SENCo's responsibility is to support the class teacher in planning for children with SEND.
- The school identifies training needs on a regular basis which will improve the teaching and learning of children including those with SEND.

How will the teaching be adapted for my child with SEND?

- Class Teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that your child's needs are met.
- Specially trained teaching assistants can adapt the teachers planning to support the needs of your child where necessary.
- Specific resources and strategies will be used to support your child individually and in groups where necessary.
- Planning and teaching will be adapted on a daily basis where necessary to meet your child's learning needs.

How will we measure the progress of your child in school?

- Your child's progress is continually monitored by his/her class teacher.
- His/her progress is reviewed formally every term in reading, writing, and maths.
- If your child is in Year 1 and above, but is not yet performing at age related expectations, the EYFS Development Matters assessment document will be used to show their level in more detail and will also show smaller but significant steps of progress.
- At the end of each key stage (i.e. at the end of year 2 and year 6) all children are assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do and the results that are published nationally.
- If it is deemed necessary, children who are identified as having SEN will have an IEP (Individual Education Plan) which will be reviewed with the child and parents/carers at least 3 times per year.
- The progress of children with a statement of SEND/ EHC Plan is formally reviewed at an Annual Review with all adults involved with the child's education.
- The Inclusion Manager/SENCo will also monitor your child's progress within any individual work and in any group that they take part in.

What support do we have for you as a parent of child with an SEND?

- The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school so similar strategies can be used.
- The Inclusion Manager/SENCo is available to meet with you to discuss your child's progress or any concerns/worries you may have.
- All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report.
- Class provision maps will be reviewed each term.
- Homework will be adjusted as needed to your child's individual needs.
- A home/school contact book may be used to support communication with you, when this has been agreed to be useful for you and your child.

How is Our Lady of Walsingham accessible to children with SEND?

At Our Lady of Walsingham we will use our best endeavor and make all 'reasonable' adjustments to ensure:

- The building is accessible to children with physical disability via ramps.
- That equipment used is accessible to all children regardless of their needs.
- Extra-curricular activities are accessible for children with SEND.

How will we support your child when they are leaving this school? OR moving on to another class?

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

- If your child is moving to another school:
 - We will contact the school SENCo and ensure he/she knows about any special arrangements or support that need to be made for your child.
 - Where possible, we will arrange pre-visits to the school with a member of support staff who is familiar to your child
 - We will make sure that all records about your child are passed on as soon as possible.
- When moving classes in school:
 - Information will be passed on to the new class teacher IN ADVANCE and in most cases, a planning meeting will take place with the new teacher. All IEP's and information regarding the provision in place for a child with SEND will be shared with the new teacher and be made accessible on the school Inclusion Register.
 - If your child would benefit from a book to support their transition then this will be made for them.
- In Year 6:
 - Your child may take part focused learning about aspects of transition to support their understanding of the changes ahead.
 - Where possible your child will visit their new school on several occasions and in some cases staff from the new school will visit your child in this school.
 - At the Year 6 Annual Review for children with a statement of SEND/ EHC Plan, the SENCo from the proposed secondary school will be invited to attend.

If you have any questions, concerns or complaints or compliments about our provision for pupils with SEND

The first point of contact would be the pupil's class teacher, they will be happy for you to share any concerns you may have.

An appointment with the SENCO/Inclusion Manager, Luke Politano or the Headteacher, Maire Hayes, can also be arranged by contacting the school office.

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