

Special Educational Needs and Disabled Learners (SEND)



St Edmund's Local Offer

St Edmund's Catholic Primary School is an inclusive school, we welcome diversity and as a Christian community we celebrate the uniqueness of each individual. We believe in developing a strong partnership with parents/carers and believe that this partnership will enable children and young people with SEND to achieve their potential.

Parents/carers have a unique overview of their child's needs and how best to support them. They hold key information and have a critical role to play in their child's education. Our staff believe that having high self-esteem is crucial to a child's emotional well-being and academic progress. We have a caring, understanding team who look after and strive to do the best for all our children.

As of September 2014, we are required to publish our information report, detailing the support we can offer for pupils with special educational needs and/or a disability. This is to compliment the LA Local Offer, found on our LA's respective website.

At St Edmund's we have experience supporting children with a range of needs. These include children on the autistic spectrum, those with sensory needs, hearing impairments, emotional needs as well as health needs like epilepsy, diabetes. We seek support and help if a child has a special educational need that we have not dealt with historically to enable us to offer the best possible provision we can.

The questions below help to explain what we can offer at St Edmund's.

How does the school know if my child needs extra help?

We have a number of methods to help us identify if a child needs extra help. These include:

- Information from you the parent, the first educator of your child.
- Information from your child's pre-school setting or previous school.
- Information from other services who may have worked with your child, for example a speech and language therapist, an occupational therapist etc.
- Observations and data from your child's class teacher that may highlight a lack of progress over time.
- Behavioural needs that may be expressed during unstructured times of the school day or during free play times at home.



This information will be used to ensure that we meet any additional needs your child may have. We will monitor children's progress and development. If we have concerns we may ask other professionals to give advice and support but it will be in consultation with you the parents/carers.

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

In the first instant talk to your child's class-teacher. Your concerns will always be taken seriously. The class teacher may then make an appointment for you to talk to the school Inclusion Manager, Deputy Head or Head.

How will school staff support my child?



- Your child's needs will be met within the class, supported by high quality teaching, including lesson planning that takes account of the needs of each child.
- The progress of all children is reviewed on a regular basis.
- If your child has a special need, they may be entered on the school SEN register to enable us to track and make sure they receive appropriate support.
- The class teacher will then develop a plan for your child and with advice from the Inclusion Manager; they will set appropriate targets for your child. The plan will be reviewed three times over a year to ensure that targets and support remain appropriate.
- Where necessary, a personalised programme of support will be used and progress monitored. Children with a personalised plan will have a written Individual Education Plan – IEP.
- It may be that the targets are appropriate for a small group of children to work together.
- Where necessary the school may seek support from outside services. This will be discussed with you and a referral made with your permission.
- Parents/carers will be consulted alongside the children to ensure the support is appropriate for their needs. This will form part of the review and planning times three times a year and may sit outside the parents evening meetings.
- The governing body is responsible for ensuring that funding is used appropriately.
- There is a designated Inclusion Governor (Hazel Taylor) who works with the Head and the Inclusion Manager.

How will the curriculum be matched to my child's needs?

- Teachers take account of the needs of individual children and adapt lessons and tasks to ensure the curriculum is pitched at the right level.
- Some lessons/tasks may also need to be resourced differently to ensure equal access
- Children may work in a variety of groupings, such as small supported groups, 1:1, mixed ability and similar ability groups to support learning and to match children's needs.

How will I know my child is making progress?

- Tracking and assessment enables teachers to analyse the progress of the child.
- Pupil progress meetings are held regularly throughout the year with members of the Leadership Team and children's class teachers to discuss the needs of each class and the groups/individuals within them
- Targets are set which are reviewed and updated at least three times a year. These targets are shared with parents/carers to ensure we are involving you in your child's education and to allow consultation time.
- Children are also invited to be part of the process from the time that they are able, particularly when discussing their preferred method of learning.
- For some children, targets may not be academic

What support might be available for my child?

Support we can provide in school may include:

- Once a week nurture group (4-6 children) for up to seven weeks
- Social skills and friendship groups to support SEND children's emotional mental and social development.
- Behaviour programmes to support making the right choices
- Access to school based Emotional Literacy Support Assistants
- Tailored intervention groups to support access to the curriculum.



Prescribed medicines can be administered in school with signed parental permission. There are nominated first aiders in school and all members of staff have received basic first aid training.

If your child has significant medical needs you will need to speak to the Welfare Officer to discuss how we can best support you and your child. Children with significant medical needs will need to have a Health Care Plan in place. With the introduction of local offers, the Health Care Plan will eventually be changed to an Education Health Care Plan.

So, what is an Education Health Care Plan?

The purpose of an Education Health Plan is to bring all aspects of a child's needs together, to secure improved outcomes across all areas – education, health, and social care. It is designed to help support and prepare individuals for adulthood and can stay with an individual up until the age of 25 years old.

An Education Health Care Plan will contain

- The views and aspirations of you and your child
- A full description of his/her special needs and any health and social care needs
- Establish outcomes for your child's progress
- Specify the provision required and how the education, health and social care will work together to meet your child's needs and support the achievement of the agreed outcomes

You, your child (where appropriate and aged 16 or over) and/or the school, usually the SENCo/Inclusion Manager or Head, can request that the Local Authority conduct an assessment of your child's needs. This may lead to an Education Health Care Plan. The process usually takes up to 6 months.

What specialist services /expertise are available at or can be accessed by the school?

We can make referrals and access support from the following services:

- Language and Learning Support Service
- Speech and Language Therapy
- School Nursing Service
- Early Years Services
- Education Welfare Officer (Attendance)
- Occupational Therapy
- Primary Mental Health Team
- Child and Adolescent Mental Health Service (CAMHS)
- Counselling services - Relate
- Family Support Worker
- Educational Psychology Service
- Nurture Group

What training have staff had, or are undertaking, to support children with special needs?

- A rolling programme of training is delivered by the Inclusion Manager or outside services.
- These programmes are updated annually or when programmes become available that might be pertinent to a given child/ren's needs.
- Medical training to support pupils with medical care plans such as epilepsy, diabetes, and epi-pen training.
- Relaxation and Mindfulness.
- Auditory Processing training.
- Precision teaching - maths and literacy.

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

- We make sure that activities outside the classroom and school trips are available to all.
- Risk assessments are carried out for each trip and a suitable number of adults are made available to accompany the pupils, with 1:1 support if necessary.
- Meetings are arranged, prior to trips, with parent/carers to ensure suitable provisions are in place.
- After school clubs are available to all pupils. Vulnerable pupils are given priority and adjustments will be made to support their participation.
- Talk to the school if you would like your child to attend a particular club so we can see if arrangements can be made.

How accessible is the school environment?

- The school site is largely wheelchair accessible.
- There are disabled toilets in the early years block.
- The school has sound systems in each year group to support the hard of hearing.
- See also the school's Accessibility Policy and Plan under the Policies tab on the website.



How will the school prepare and support my child to join the school, transfer to a new school or the next stage of education and life?

- Induction events take place during the summer and early autumn term for all children who are joining the Foundation Stage in September.
- Close liaison between Inclusion Manager and class teachers at transition times are set to go over notes and ensure individual stories are told.
- There is good transfer of all SEND information/documentation.
- Previous schools are contacted for information sharing.
- Children meet their new class teachers and visit their new classrooms.
- Specific sessions for Year 6 pupils during the summer term or earlier if necessary with additional sessions for those children who may need it.
- New schools are invited to attend any reviews prior to transition.
- Children are asked to share their views so they are part of the process and reassured about their next steps/moving up/on.

How are the school's resources allocated and matched to children's special educational needs?

- The special educational needs (SEN) budget is managed by the Head, Inclusion Manager, and Business Manager.
- The majority of the budget is spent on additional adult support in the form of Teaching Assistants to work with specific classes and groups of children across the school.
- Additional resources (non-personnel) may be requested as necessary to support specific pupil's learning.
- Regular meetings are held to monitor impact of extra support, to ensure value for money.
- The governing body is kept informed of funding decisions.



How is the decision made about what type and how much support children will receive?

- Once identified as having a special educational need, each child is assessed individually according to the SEN Code of Practice and LA guidance.
- A personalised or group learning support programme(s) will be developed dependent on the identified needs.

- Additional assessments from outside services, such as educational psychologists, language and learning support, speech and language will inform the types of support and/or resources needed.
- Regular review meetings with appropriate staff are carried out to discuss your child's progress and any additional needs that require support.
- Pupil progress meetings are held with the Head and class teacher to track progress and decide upon further support.
- School based plans are discussed with parents and staff up to three times a year (if appropriate).

How can I help my child?

- All parents are actively encouraged to take part in the school community, this may include coming to class assemblies, attending workshops or meetings with class teacher and/or other professionals.
- Support school staff and be in regular contact with them.
- Don't wait if something is bothering you or your child.
- Help your child to be organised for school every day and to complete any homework tasks.
- Tell your child's class teacher if they are struggling.

Who can I contact for further information?

- Your child's class teacher
- Welfare Officer – Mrs F De Leon
- Inclusion Officer – Miss T Meldon
- Deputy Head – Mrs B Green
- Head Teacher – Mrs C Moreland

If you have a question, want to look around or perhaps feel that your child's needs are hard to meet and want to discuss the matter in more depth, please contact us.

The local offer of services provided by the local authority via Achieving for Children can be found at www.afclocaloffer.org.uk, and they can be contacted by telephone on 0208 547 4722 or via email: sendlocaloffer@achievingforchildren.org.uk

This document is reviewed annually. Current review: July 2020

Complaints procedure is on the school website should you have any concerns but in the first instance please contact Mrs Moreland

