



The SEND Information Report for St Katharines C of E Primary School

This should be considered alongside Excalibur Academies Trust SEND policy which is found on www.excalibur.org.uk

1. Roles and responsibilities

1.1 The SENDCO is Niki Jones

The SENDCO will:

- Work to determine the strategic development of the SEN policy and provision in the school (in accordance with Trust wide policy and strategy)
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHCPs
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Ensure the school keeps the records of all pupils with SEND up to date

1.2 The person with oversight for SEND for Excalibur Academies Trust are Lucy Lee, director for SEND and Kate Hinks, Head of SEND

They will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the board of directors and other relevant persons on this
- Work with the Principal and SENDCO to determine the strategic development of the SEN policy and provision in the school

1.3 The Principal is Niki Jones

The Principal will:

- Work with the support of the Excalibur central team (in the case of St Katharine's the SENDCo is the Principal) to determine the strategic development of the SEN policy and provision within the school.
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

1.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENDCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow the SEND policy

2. SEND information

2.1 The types of SEND that we provide for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example: autistic spectrum disorder, speech and language difficulties
- Cognition and learning, for example: dyslexia, dyspraxia
- Social, emotional and mental health difficulties, for example: attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example: visual impairments, hearing impairments, processing difficulties, epilepsy

2.2 Identifying pupils with SEND and assessing their needs

The decision over whether a child will be added to the school's SEND register will ultimately be the responsibility of the SENDCO. It will be based on a set of criteria, decided by the school.

According to the CoP a child or young person has SEND if:

'they have significantly greater difficulty in learning than the majority of other children and young people the same age' or...

'they have a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools'

Questions that help us to determine if a child will be placed on the SEND register:

- Does the child have a need that fits into one of the four areas of need (Cognition and Learning, Communication and Interaction, Social, Emotional and Mental health, Physical and Sensory) Does the child's need have a significant effect on their learning? (Does the need put them 12months behind their peers in a number of areas or over 18 months behind their peers in a specific area?)
- Does the child's need have a substantial adverse effect on their ability to carry out normal day-to-day activities? (*Does the routine and or environment have to be **significantly** adjusted to include them?*)
- Does the child need something additional to or different from other children even when lessons are appropriately differentiated and scaffolded at the whole class level?
- Is the need "more than minor" and has it been the case for a year or more?
- Does the child have a diagnosis – dyslexia, global delay, ADHD, ASC, a mental health condition, SpLD, medical need, etc...
- Is the child **also** involved in external agencies? *NB: *A child will not be automatically added to the register just because they are open to an external service.*

If a child arrives from another school where they were on the SEND register, they will automatically be added to the school's register until the next review point.

Parents will always be informed if their child is on the school's SEND register, by means of a letter from the SENDCO at least annually.

The register will be reviewed three times a year.

2.3 Consulting and involving pupils and parents

We value a close working relationship with parents and carers, as this is the key to supporting a pupil's needs. If we need to understand a pupil's needs in more depth, we may suggest co-writing an Early Help Assessment, which will look holistically at a child's strengths and difficulties. This may lead to termly Team Around the Child (TAC) meetings, where we work in collaboration on an action plan to support the child.

In addition, parents and carers will have access to a face-to-face meeting three times a year, from their child's class teacher to explain what support is in place for their special needs, and how the child could be best supported at home to ensure maximum progress. This information is recorded in an Individual Support Plan, including the key points of discussion at the meeting. This record is sent out after each review so that parents have a comprehensive record of the support in place.

Our teachers are available to speak to parents and carers at the start and end of most days, and the SENDCO is available to contact by email or telephone.

Our children are involved in reviewing their own progress plans and one-page profiles each term. We also regularly seek to collect feedback from our students, to ensure they are happy and learning effectively.

At the beginning of each year the SENDCO will write to parents setting out what to expect in the year to come.

2.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of assess, plan, do, review.

Every child on the SEND register will have an Individual Support Plan (ISP). This will record the support strategies used in class as part of daily practise, as well as support they receive through interventions (catch-up work). The ISP is written by class teachers in collaboration with the SENDCO and is reviewed three times a year. Where the picture that we are building of a child's needs becomes more complex, or when we are advised by an external agency to do so, we will consider capturing those needs in a My Support Plan (in place of an ISP). This may be a pre-cursor to an application for an EHCP.

The academic progress of pupils with SEND is tracked carefully by the SENDCO *and the school's leadership team*, and timely support will be put in for any pupil whose progress slows. We will also carefully track pastoral support and exclusions, to ensure pupils with social, emotional and mental health needs are not struggling.

All teachers and support staff will be made aware of the SEND needs in their class, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress. This information will be communicated to parents and carers at Parents' Evenings three times a year (parents of students with SEND needs will be offered a face-to-face meeting rather than a virtual one).

Pupils with an EHCP will have two review meetings a year to evaluate progress towards their EHCP outcomes, as well as an Annual Review. Parents and carers will always be part of these child-centred meetings.

Children with a TAC plan will have their progress reviewed each term by the SENCO and their parents or carers.

2.5 Supporting pupils moving between phases

We will always share information with the school that the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this, although safeguarding information will always be shared.

We have close working relationships with our local secondary school, St Johns Marlborough. Children on the SEND register will (where relevant) have access to additional transition in the Summer Term before transfer. The SENDCO of the secondary transfer school meets with the SENDCO and Y6 class teacher to share information on prospective pupils and to plan their support.

The SENDCO will also liaise with the SENDCOs of all other secondary schools that children with SEND are transferring to.

SEND records including One Page Profiles are shared prior to transfer. The SENDCO may also offer guidance to parents in choosing the right school for their child's needs.

Children transferring from pre-school into St Katharine's reception class will be flagged during the transition process in the Summer Term. This may include additional visits and meetings between professionals and parents. Our aim is always for a smooth and settled transition.

Children with SEND across the school may need additional transition when moving between classes / Key Stages. This additional support will be planned in line with the needs of each child.

2.6 Our approach to teaching pupils with SEND

Teachers are 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 pupils who have SEND. This will be differentiated/scaffolded for individual pupils.

On rare occasions, a child may need to be educated in a different year group for a specific subject if it meets their needs more effectively e.g. a child with severe dyslexia may benefit from accessing a phonics lesson in the year group below. We will always consider the view of the child and parents when making these decisions.

We will look to make in-class adaptations such as wobble cushions, pencil grips, reading rulers, ear defenders etc. as the first step to supporting a child. When reasonable adaptations to classroom practice are not sufficient, we will look to involve a child in an intervention. Intervention may vary in length and frequency. Our aim is for all children to access the high-quality teaching in the classroom and as such we try to ensure that interventions happen at times that cause the least disruption. Interventions are reviewed three times a year to assess impact.

Our available interventions may vary from term to term, but might include:

- A pre-teaching intervention based around short bursts of key mathematical concepts across the week or when needed (i.e. on the introduction of a new maths topic such as fractions).
- A supplement to our daily phonics teaching program – revisiting or pre-teaching content that is not secure
- ELSA support (delivered by a trained emotional literacy support assistant) –this might include work on strategies such as positive thinking, managing anxiety etc.
- Catch up groups or 1-1 support for reading, writing and maths – we have a range of interventions that we might use)
- Talk boost – an intervention for Reception-aged/ Y1 children with delayed language skills
- Speech and Language – usually on the written advice of a speech therapist

The final decision about which children are included in interventions will always rest with the SEDCO. Decisions will be based on pupil progress data and the class teachers' knowledge of the children.

2.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating/scaffolding our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Our school aims to be dyslexia-friendly. We use tinted backgrounds on our interactive boards and support pupils with visually engaging resources. Some pupils use reading rulers and coloured exercise books.

2.8 Additional support for learning

Classes will have the support of a teaching assistant (most) mornings. Some children will have 1:1 support from a teaching assistant if they receive additional funding. Most interventions are delivered in the afternoon.

We work with a wide range of agencies to provide support for pupils with SEND, including:

- Educational Psychology
- Community Paediatrics
- Paediatric (Occupational) Therapy
- *SSENDS The Specialist SEND Service (SSENDS) is a team of Specialist Advisory Teachers, supporting children and young people as part of Wiltshire Council's 0-25 SENDD Service*
- Speech and Language Therapy
- CAMHS (mental health support)
- School nursing

The SENDCO will decide which services to refer a child to. Support is allocated on a priority basis, depending on the child's needs.

2.9 Expertise and training of staff

Our SENDCO, Niki Jones, has over 20 years' experience in this role, working as a primary teacher across all age groups prior to becoming Principal. She is the school's designated safeguarding lead and has a shared responsibility for literacy.

Connie Denton, who shares responsibility for literacy, has specific responsibility for phonics and for managing provision for all children in the bottom 20% of all readers, to ensure rapid catch up and well-pitched intervention. We recognise that strong reading is the corner stone of success in many other areas of the curriculum.

We have a dedicated team of 4 teaching assistants who are trained to deliver SEND provision. Our teaching assistants receive regular training from the SENDCO, in addition to longer sessions on TD days.

Our ELSAs (emotional literacy support assistants*), work with individuals and small groups across the week who need additional support with their social and emotional needs.

**3 of our LSAs currently hold this qualification.*

2.10 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 three times a year – at pupil progress meetings
- Using pupil questionnaires
- Monitoring by the SENDCO, including learning walks
- Holding annual reviews for pupils with EHC plans
- Engaging with professionals outside of the school and those involved in supporting the provision for children on the SEND register
- Through bi-annual SEND reviews by Trust leaders

2.11 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

All of our extra-curricular activities and school visits are available to all our pupils. We will risk assess these activities on a case-by-case basis and some children may require individual support to access them.

All pupils are encouraged to take part in sports day, school plays and special workshops.

In classrooms, we enable children with dyslexia or handwriting difficulties to have more regular access to dictation and typing software.

Our school is single level. We have a disabled toilet and provision is made for children with medical needs to access this space. We liaise with the School Nursing Team to ensure we have appropriate medical or intimate care plans for any child who needs additional support.

Admission for a child with an EHCP is arranged in collaboration with the Wiltshire SENDD Service. We will evaluate whether we can provide the provision described in the child's EHCP, and will provide a response based on this. Occasionally, a child's needs may be better met in specialist provision, and we will support a family to access this. We consider ourselves a flexible and inclusive school, and we will always do our best to adapt to a child's individual needs.

Our Accessibility Plan can be accessed on the policies page of our school website.

2.12 Support for improving emotional and social development

We have 3 members of our learning support assistant team who have ELSA training. Children can speak to any of our ELSAs by request or be more formally referred by class teachers. Parents will sometimes request support for behaviours that are only witnessed at home. The school will support parents through discussion to determine if additional support in school is appropriate.

Vicky Ellaby is the member of staff trained as our Senior Mental Health Lead, to ensure that St Katharines school has a coherent and ambitious whole-school plan to support children's mental health.

We also run regular Forest Schools sessions, for all children, where children can learn survival skills such as collecting water, den-building and most importantly, teamwork. Our Forest School leader (Vicky Ellaby) will support the planning of Forest School sessions alongside teachers to ensure that more general support for pupil welfare is built into these. There is capacity built into the school budget for a small group of children to access additional forest school learning targeted at specific social and emotional needs.

We have access to an Attendance Officer (when required), who can support families who are facing barriers to their children attending school regularly. We also provide family support to our parents and carers facing challenges in their lives. For example, we can support with parenting strategies, food bank vouchers or signposting local services such as the Early Help Hub.

2.13 Contact details for raising concerns

The SENDCO can be contacted by email via the admin address *FAO Niki Jones SENDCO:* admin@stkatharines.excalibur.org.uk or by calling the school office 01672 870492.

2.15 Complaints about SEND provision

Our staff are always happy to meet with parents to discuss any issues. The first point of contact for most concerns will be the child's class teacher. Parents and carers are always welcome to make direct contact with the SENDCO. Our school has a complaints policy, which can be accessed on our website.

The parents and carers of pupils with disabilities have the right to make disability discrimination claims to the first tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

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

2.16 Contact details of support services for parents of pupils with SEND

Wiltshire have a range of services to support the parents of pupils with SEND:

The Wiltshire Parent Carer Council: details can be found [here](#).

2.17 The local authority local offer:

Wiltshire's local offer is published here: <https://localoffer.wiltshire.gov.uk/> and via the tab at the bottom of this page. This website will hold information on all the services available in Wiltshire for children with SEND.

3. Monitoring arrangements

This information report will be reviewed by Niki Jones every year. It will also be updated if any changes to the information are made during the year.

It will be approved by the EAT central team with oversight from the EAT Board of governors.

4. Links with other policies and documents

This policy links to our policies that can be found on the policies page of the school website.

- Excalibur SEND policy
- Accessibility plan
- Behaviour
- Equality information and objectives
- Supporting pupils with medical conditions

Written by: Niki Jones July 25

Due for review: July 26