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Special educational needs and disabilities (SEND) information report

St William of Perth Primary School Information Report			
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Dear parents and carers,

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how SEND support works in our school.

If you want to know more about our arrangements for SEND, read our SEND policy.

You can find it on our website; https://www.stwilliamofperth.org.uk/

Note: If there are any terms we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

1. What types of SEND does the school provide for?

Our school acknowledges pupil cohorts with additional need and might typically support pupils with a primary diagnosis as indicated below:

AREA OF NEED	CONDITION
Communication and interaction	Autism spectrum disorder
	Speech and language difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
	Severe learning difficulties
Social, emotional and mental health	Attention deficit hyperactive disorder (ADHD)
	Attention deficit disorder (ADD)
Sensory and/or physical	Hearing impairments

	Visual impairment
	Multi-sensory impairment
	Physical impairment

2. Which staff will support my child, and what training have they had?

Our special educational needs co-ordinator, or SENCO

Our SENCO is Georgia-May Morrow

They have 9 years experience in this role and have worked as a class teacher and SENCO in a previous school. They are a qualified teacher.

They achieved the National Award in Special Educational Needs Co-ordination in 2018. They are also qualified Mental Health First Aider.

They are allocated 1.5 days a week to manage SEND provision.

Class teachers

All of our teachers receive in-house SEND training, and are supported by the SENCO to meet the needs of pupils who have SEND.

Teaching assistants (TAs)

We have a team of [9] Tas.

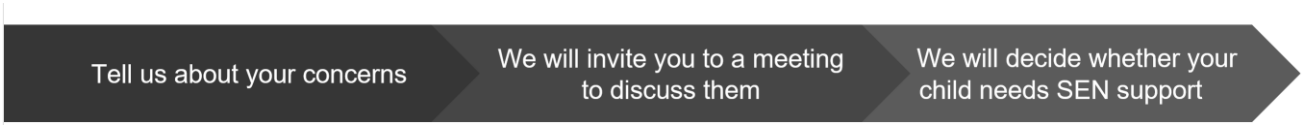
We have a number of teaching assistants who are trained to deliver interventions such as Draw and Talk, Speech and Language, Lego Therapy, ELSA.

External agencies and experts

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

- Speech and language therapists
- Educational psychologists
- Occupational therapists
- GPs or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services and other LA-provided support services
- Voluntary sector organisations

3. What should I do if I think my child has SEND?



If you think your child might have SEND, the first person you should tell is your child's teacher.

You can do this either via class dojo, parents evenings or an email to the office

Your concerns will be discussed with the SENCO, who will be in touch to discuss your concerns.

You can also contact the SENCO directly; sen@stwilliamperth.medway.sch.uk

We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are.

Together we will decide what outcomes to seek for your child and agree on next steps.

We will make a note of what's been discussed and add this to your child's record. You will also be given a copy of this.

If we decide that your child needs SEND support, we will formally notify you in writing and your child will be added to the school's SEND register.

4. How will the school know if my child needs SEND support?

All our class teachers are aware of SEND and are on the lookout for any pupils who aren't making the expected level of progress in their schoolwork or socially.

If the teacher notices that a pupil is falling behind, they try to find out if the pupil has any gaps in their learning. If they can find a gap, they will give the pupil extra tuition to try to fill it. Pupils who don't have SEND usually make progress quickly once the gap in their learning has been filled.

If the pupil is still struggling to make the expected progress, the teacher will talk to the SENCO, and will contact you to discuss the possibility that your child has SEND.

The SENCO will observe the pupil in the classroom and in the playground to see what their strengths and difficulties are. They will have discussions with your child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.

The SENCO will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.

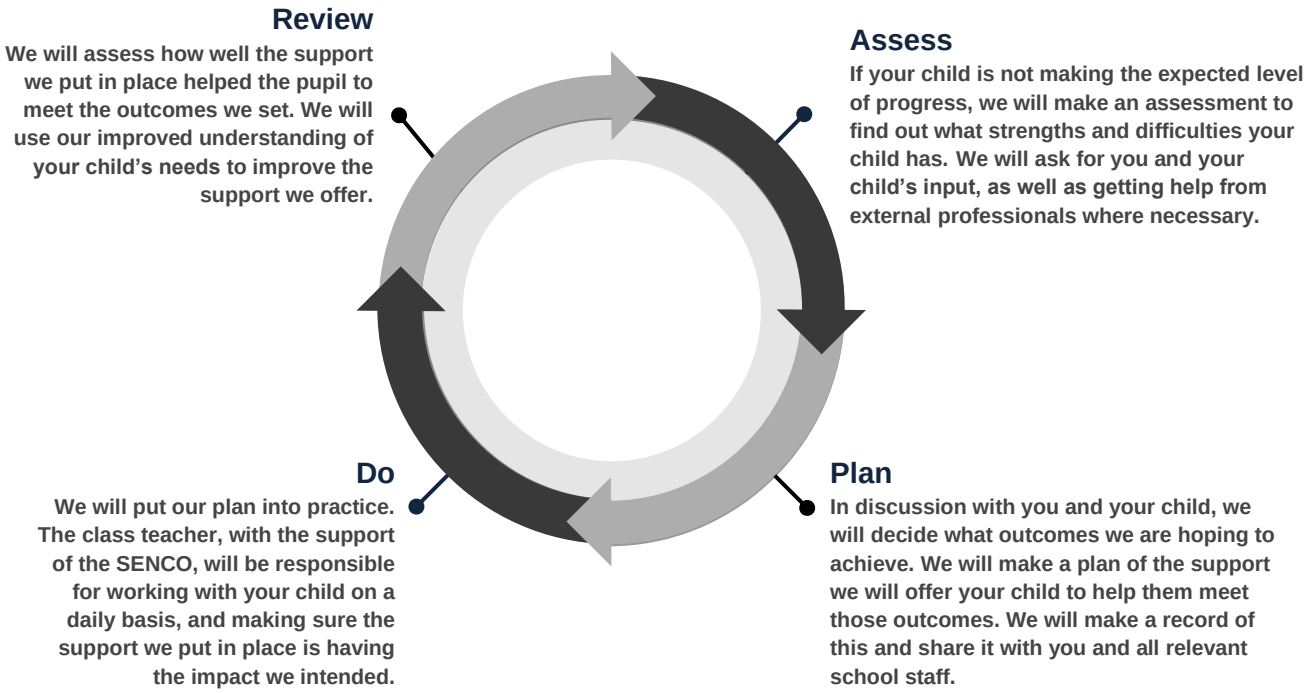
Based on all of this information, the SENCO will decide whether your child needs SEND support. You will be told the outcome of the decision in writing.

If your child does need SEND support, their name will be added to the school's SEND register, and the SENCO will work with you to create a Pupil Support Plan for them.

5. How will the school measure my child's progress?

We will follow the 'graduated approach' to meeting your child's SEND 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 SEND support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

6. How will I be involved in decisions made about my child's education?

We will provide termly reports on your child's progress.

Your child's class teacher will report to you three times a year, during parents evenings, SEN agreements and end of year reports or as necessary to:

Set clear outcomes for your child's progress

Review progress towards those outcomes

Discuss the support we will put in place to help your child make that progress

- Identify what we will do, what we will ask you to do, and what we will ask your child to do

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 SEND 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, and you will be given a copy.

If you have concerns that arise between these meetings, please contact your child's class teacher via dojo, parents evenings or the office email.

7. 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 2 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
- Prepare a presentation, written statement, video, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey

8. 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 differentiate (or adapt) how we teach to suit the way the pupil works best. There is no '1 size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

These adaptations 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 required
- Teaching assistants will support pupils in small groups when necessary

We may also provide the following interventions:

- Draw and Talk
- ELSA
- Lego Therapy

- Talk About
- Jump Ahead/Fizzy
- Language/Speech Link

AREA OF NEED	CONDITION	HOW WE TYPICALLY SUPPORT THESE PUPILS
Communication and interaction	Autism spectrum disorder	Visual timetables Social stories
	Speech and language difficulties	Speech and language therapy Language Link
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	Writing slope GL Ready Screener
	Moderate learning difficulties	Adapted work and curriculum Broken down instructions
	Severe learning difficulties	Adapted work and curriculum
Social, emotional and mental health	ADHD, ADD	Quiet workstation Movement breaks Chunking of work
	Adverse childhood experiences and/or mental health issues	Nurture groups
Sensory and/or physical	Hearing impairment	
	Visual impairment	Limiting classroom displays Seating arrangements
	Multi-sensory impairment	Multi-sensory learning
	Physical impairment	Wheelchair friendly school Following physio plans

These interventions are part of our contribution to Medway's local offer.

9. 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 after 12 weeks

- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding an annual review (if they have an education, health and care (EHC) plan)

10. 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.

11. How will the school make reasonable adjustments to ensure that activities are accessible to my child alongside pupils who don't have SEND?

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

All pupils are encouraged to go on our school trips, including our residential trip.

All pupils are encouraged to take part in sports days, theatre trips, whole school events, school trips etc.

No pupil is ever excluded from taking part in these activities because of their SEND and we will make whatever reasonable adjustments are needed to make the activities accessible.

12. How does the school make sure the admissions process is fair for pupils with SEND?

Admission arrangements

The admission of pupils with an EHC Plan is dealt with by a completely separate procedure which is integral to the making and maintaining of EHC plans by the pupil's home local authority. Details of this separate procedure are set out in the SEN Code of Practice. All children whose education, health and care (EHC) plan names one of the schools will be admitted before any other places are allocated.

In the event that any of the schools receive more applications than the planned admission number, places will be offered in rank order set through the following criteria:

1. Looked after Catholic children or looked after children in the care of Catholic families, previously looked after Catholic children who have been adopted or who become the subject of a residence or guardianship order, and Catholic children who appear to have been in state care outside of England and ceased to be in state care as a result of being adopted. A copy of the baptismal certificate or evidence of reception into the Catholic Church must be provided).

2. Baptised Catholic children. A copy of the baptismal certificate or evidence of reception into the Catholic Church must be provided.

3. Other looked after children, previously looked after children who have been adopted or who have become the subject of a residence or guardianship order, and children who appear to have been in state care outside of England and ceased to be in state care as a result of being adopted.

4. Children who will have siblings at the school at the date of entry.

5. Children of staff.

6. Children enrolled in the catechumenate. Evidence of enrolment in the catechumenate will be required.

7. Children whose families are members of other Christian denominations. Evidence of Baptism/ dedication or evidence of membership required

8. Children whose families are members of other faiths. Evidence of Baptism/ dedication or evidence of membership required See note 7

9. Other children

13. How does the school support pupils with disabilities?

- As a school we are happy to discuss individual access requirements.
- Facilities we have at present:
  Ramps into the school to make the building accessible.
  toilet adapted for disable users.
  Wide doors in some parts of the building
- We have an up to date Accessibility Plan.

14. 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:

- Pupils with SEND are encouraged to be part of the school council
- Pupils with SEND are also encouraged to be part of the Rainbow Room club to promote teamwork/building friendships
- We provide extra pastoral support for listening to the views of pupils with SEND
- We run a nurture club for pupils who need extra support with social or emotional development

We have a 'zero tolerance' approach to bullying.

15. What support will be available for my child as they transition between classes or settings, or in preparing for adulthood?

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 SEND is discussed
- Schedule lessons with the incoming teacher towards the end of the summer term
- Provide a class overview with pictures to look at over the summer holidays

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.

Between phases (Primary to Secondary)

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 SEND support.

Pupils will be prepared for the transition by:

- Practising with a secondary school timetable
- Learning how to get organised independently
- Plugging any gaps in knowledge

16. What support is in place for looked-after and previously looked-after children with SEND?

Designated Teacher: Mrs G Morrow

Contact: sen@stwilliamperth.medway.sch.uk

Mrs Morrow will work to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEND 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 SEND support plans or EHC plans are consistent and complement one another.

17. What should I do if I have a complaint about my child's SEND support?

Where parents have concerns about our school's SEND provision, they should first raise their concerns informally with the SENCO. We will try to resolve the complaint informally in the first instance. If this does not resolve their concerns, parents are welcome to submit their complaint formally.

Formal complaints about SEND provision in our school should be made to the Headteacher in the first instance. They will be handled in line with the Trust's complaints policy

If the parent or carer is not satisfied with the school's response, they 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.

More information about disagreement resolution and mediation services in the Kent Local Authority area can be found here, and for the Medway Local Authority area here.

18. 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 Medway's local offer. Medway publishes information about the local offer on their website:

https://admissions.medway.gov.uk/Synergy/localoffer/

Our local special educational needs and disabilities information advice and support services (SENDIASS) organisations are:

https://councilfordisabledchildren.org.uk/what-we-do-0/networks/iassn/find-your-local-ias-service/south-east/medway

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

https://medwaypcf.org.uk/

https://family-action.org.uk/services/medway-sendiass/

https://www.medway.gov.uk/info/200307/special_educational_needs_and_disabilities_send_information_hub/1908/send_activities_and_drop_in_support_sessions/2

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

- IPSEA
- SEND family support
- NSPCC
- Family Action
- Special Needs Jungle

19. Glossary

- **Access arrangements** – special arrangements to allow pupils with SEND to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- **Area of need** – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.
- **CAMHS** – child and adolescent mental health services
- **Differentiation** – When teachers adapt how they teach in response to a pupil's needs
- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.
- **EHC plan** – an education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.
- **First-tier tribunal/SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND
- **Graduated approach** – an approach to providing SEND support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **Local offer** – information provided by the local authority which explains what services and support are on offer for pupils with SEND in the local area
- **Outcome** – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment

- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- **SENCO** – the special educational needs co-ordinator
- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- **SEND information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEND
- **SEND support** – special educational provision which meets the needs of pupils with SEND
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages