



St Alban's Catholic Voluntary Academy: SEND Report

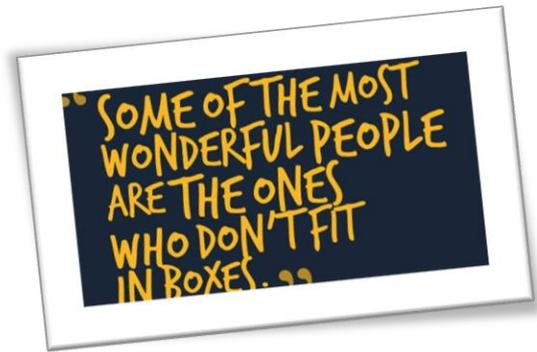


St Albans Catholic Primary School is a fully inclusive mainstream Catholic school. Our Mission is that we will educate our young children within a happy, caring environment and Christian atmosphere; thus their whole lives may be inspired by the Spirit of Christ they experience. We believe that every child is unique regardless of their gender, ethnicity, social background, religion, physical ability or educational needs and therefore have the right to the best education possible which ensures that their full potential is achieved both personally, emotionally and academically. This report gives you information regarding the ways in which we ensure we support our pupils with Special Educational Needs and Disabilities (SEND), in order that they can realise their full potential.

What is SEND?

A child or young person has SEN if they have a learning difficulty or disability which calls for **special educational provision*** to be made for him or her. **This could be that they:**

- has a **significantly greater difficulty** in learning than the majority of others of the same age, or
- has a **disability which prevents or hinders him or her from making use of facilities** of a kind generally provided for others of the same age in mainstream schools.



Within SEND there are 4 terms that are used to define the Special Educational need. These are as follows:

Cognition and Learning

Learning difficulties which may be general and characterised by a global delay in learning, or specific, as in the case of differences such as Dyslexia, where only some aspects of learning are affected.

Communication and Interaction

This includes children with speech and language difficulties, for example difficulties with speech articulation, the use of spoken language or the understanding of language. It also includes children with social communication difficulties and Autism.

The 4 areas of SEND

Social Emotional and Mental Health

SEMH covers children who may have experienced emotional trauma or attachment difficulties, and children who have difficulty in regulating their behaviour at an age appropriate level, and includes conditions such as ADHD.

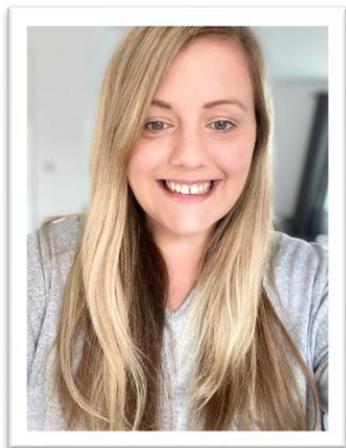
Sensory and Physical

Some children may have sensory impairments that affect their ability to process environmental information, sensory processing difficulties. Others may have a disability affecting one or more of their senses, which prevent them from accessing information, eg a visual or hearing impairment. Children may have a physical disability which hinders their ability to participate alongside their peers. There may be a medical condition



Who is the SENCO? What do they do?

The SENCO is a specialist teacher who leads the implementation of our SEND policy in school and has oversight of all the children on the SEND register. The SENCO supports the class teachers and teaching assistant in understanding the needs of the child and making appropriate provision, liaises with external agencies, and manages the additional interventions some children need.



Our SENCO is **Ashley Leatham**. She is in school one day per week and can be contacted through the school office.

The SENCO email address is:
senco@stalbans.derby.sch.uk

Identifying SEND at St Alban's

As a school there are a number of ways that we may identify SEND. Some of these are as follows:

- **Class teachers** –In most cases the class teacher will identify any children that are having difficulties. This will be done through day to day observations, working with the child and more formal assessments where they can identify any gaps in knowledge or specific difficulties. They will then be able to put tailored support in place or speak informally to the SENCO. If more support is needed the SENCO will do a classroom observation to see what support is needed. This may lead to a child being put on the SEN monitoring list or a class support plan.
- **Pupil Progress Meetings**- Each term class teachers will have a meeting with Key Stage leaders to discuss the progress of every child in the class. Any children who are not making enough progress are discussed and action to address the problem is agreed and later reviewed. This may lead to a child being put on the SEN monitoring list or a class support plan.
- **Parents** – Parents know their children best of all, so sometimes the concern is raised by a parent. If you are worried, please make an appointment to discuss your concern with the class teacher in the first instance, or you can make an appointment with the SENCO.
- **The SENCO** – If a child is presenting with difficulties that are not being resolved by simple adjustments in the classroom, the SENCO will conduct further observations and/or assessments, as appropriate, and provide advice. There will be a meeting with the class teacher and the parent(s) to discuss ways forward. The SENCO can also identify if an external referral might be of benefit. Sometimes a much more detailed assessment may be needed.
- **External support**- If the SENCO feels that more support it may be necessary to seek support from specialists such as Speech and Language Therapists, Educational Psychologist or the school nurse for example. Parents would be informed of this and invited to meet with them too.



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If a child is on the SEND register they will have a class support plan or a SEND plan in place. This details the support or interventions that they need and any specific targets that they have. These targets will be reviewed every term with the class teacher and parents.

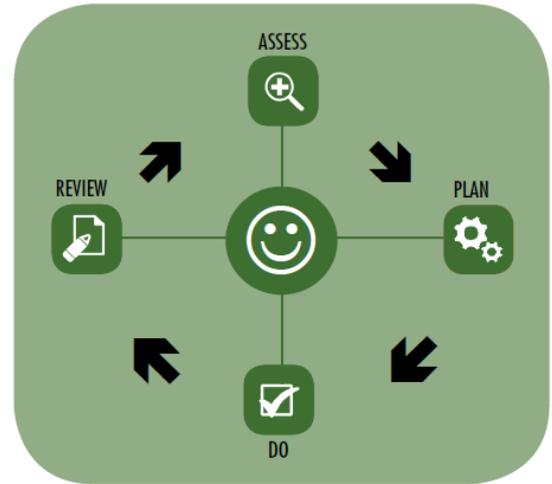
The graduated response to SEND

Where a pupil is identified as having SEN, to enable the pupil to participate, learn and make progress schools should take action to:

- remove barriers to learning
- put effective special educational provision in place.

The graduated approach follows a pattern of: **Assess, Plan, Do, Review**

This means that every children with SEND will be assessed (formal or informal) a plan of support agreed, support to be put in place, the success then needs to be reviewed. This ensures that we are providing the right support to remove barriers and allow the child to make progress. This graduated response will be recorded in the child's SEND plan.



How do you use the SEND Register? Does my child have to be on it?

- The SEND Register is used to provide internal data about how many children we have with SEND and what types of need they have. This helps Governors and senior leaders to plan the budget and staffing, and understand the profile of SEND in the school. We also have to submit data about the level of SEND in school to the Local Authority.
- Data is treated sensitively – we do not share names of pupils on the register except on a 'need to know' basis.
- The register enables the SENCO to keep oversight of every child on the list, to check that the right support is in place, and to allocate time.

Children may be on the register for a short period of time or longer depending on their needs. Placing a child on the SEND register is a matter for discussion and agreement. If a parent feels strongly that their child should not be on the register, they do not have to be, but monitoring and support would then be arranged through the class teacher rather than the SENCO.

The termly review meeting is used to identify whether children do or do not need to be on the SEND register.



How are resources allocated and matched to the needs of SEND children?

We receive funding from the Local Authority for all of our pupils and some of this is used to support children with SEND. The basic SEND funding we receive pays for the majority of SEND provision and is allocated based on our overview of SEND needs in the school at any one time. The school SEND budget is derived from data used in relation to a national formula applied to the Local Authority education budget.

If children have a higher level of need which is recognised by the Local Authority, they will usually have an Education Health and Care Plan. The funding children receive in this case is allocated by the Local Authority based on a banding system and will vary according to need.

How will the curriculum be adapted to my child's needs? How will you support their learning?

The **class teacher** has the **primary** responsibility for your child, and this includes ensuring the day to day implementation of any additional support and provision agreed, even when this is not happening directly in the classroom.

1. Quality first teaching

-This is the support all children get in class as part of being inclusive. Teachers knowing exactly where each child is in their learning and the next step they need to achieve personally to make progress. There will be different levels of support provided to allow each child to make progress or different activities planned to better suit their needs.

- Teaching children in ways they can learn best, e.g. using a multi-sensory approach, using a different way of introducing a topic; helping children to understand for themselves how to be good learners.
 - Providing support and additional resources. This might include for example using extra visual aids to remind children of key ideas and concepts, or the steps in a task, which help to foster a sense of independence and self-confidence, or organising collaborative activities between children
 - Additional support from the teacher/teaching assistant to work with a group or an individual for a specific purpose, perhaps asking them prompt questions to help them work through a task, or re-explaining something they have not fully understood.
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- Pre teaching a concept before the lesson to a child/group to allow them to be more familiar within the lesson.
 - Using additional resources equipment or strategies that will enable a child to participate in and access the curriculum – e.g. a 'wobble' cushion as an aid for children with sensory processing difficulties, seating a child with a hearing impairment in an optimum position for their hearing, adapting a game to allow a child in a wheelchair to participate, providing a few minutes of special time for a pupil experiencing an emotional trauma.

2. Targeted SEND Support



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Sometimes a child needs more than Quality First teaching and so it will be necessary for them to have additional interventions. These may be 1:1 or in small groups and could take place in the classroom or outside. These could include:

- Speech and Language support
- Spelling support
- Behavioural or nurture work
- Maths support
- Physiotherapy intervention

3. Higher Needs Support

Exceptionally a pupil needs more extensive support in order to participate and make progress, and this would usually come through top up funding allocated by the Local Authority as part of an Education Health and Care Plan. In addition to the support described above, the pupil would have provision subject to regular review and adjustment. Every child is unique so the pattern of support would reflect this.

How will St Alban's support my child's wellbeing?

At St Alban's the wellbeing of our children is at the heart of everything we do. We understand that it is important for children to be happy at school. We believe children do best when they are given an opportunity to think about how they learn and they are encouraged to become independent learners with a thirst for knowledge.

With our SEND learners their thoughts and wishes are listened to and taken into account when we create their SEND plans so they are fully aware of how we can help them and where they can get extra support, academic or emotional. We use PHSE and our core values as a Catholic school to talk about inclusivity and tolerance, and the acceptance of individual differences.

We offer a range of emotional support for our children such as nurture group, play based therapies, art therapy, friendship buddies, Zones of regulation as well as others. Our staff are fully committed to promoting positive wellbeing for all of our children and work closely with parents to solve any problems that the children may be encountering at school or at home.

What specialist services and expertise are available at or accessed by the school?

We liaise with a range of external professionals and agencies in relation to individual children. Sometimes this has been organised through a referral sought by parents themselves, e.g. to a Paediatrician. At other times we may, with your agreement, make a referral ourselves..

Here are some of the main services we use:

- Autism team



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- Educational Psychology
- Speech and Language therapy
- Physiotherapy
- Advisory teachers for hearing impairment, visual impairment, autism.

Transitions

We know that transition is a difficult time for many children, particularly those with SEND and so we carefully plan transitions to new classes, key stages or schools.

We work closely with our feeder schools to ensure that the right level of support will be in place when our pupils leave our school.

When moving to a new year group we have transition days where the children can meet the new teacher, have visits to the classroom and learn about the new year group. In some cases pupils will also get a transition booklet to help with this move. We can also arrange additional visits to the new class or with the new teacher if the child needs it.

How accessible is the school environment?

Our school is split over two buildings. The Foundation Stage and Key Stage one building is on one level and is fully accessible. There is a ramp to the playground from the hall. The junior building is split over 2 levels with a stair lift to allow access. Alternatively each level can be accessed through the outside doors, on one level.

What other support is available in the local area?

Information about other services that you can access in the local area can be found in the Derby SEND Local Offer (see website below)

<https://www.derby.gov.uk/education-and-learning/special-education-needs-disabilities/>

If there is anything specific that you need advice on please feel free to speak to the SENCO who may be able to suggest services that can support.



How do I make a complaint?

We hope that any issues that you do have can be dealt with firstly by the class teacher or alternately with the school SENCO. If you feel that your child is not getting the support they need it would be good to have a meeting with the class teacher and SENCO so these concerns can be addressed.

If you want to make a complaint, make an appointment to meet the SENCO to discuss the issue in the first instance. If this does not resolve your complaint speak to the Head Teacher. If your complaint is still not resolved you can contact the Governing Body (the SEN Governor in the first instance). You can request their contact details through the school office.

Our SEN Governor is Stuart Olivier.

