



St Chad's CofE Primary School

SEND Information Report

What kinds of SEND are provided for at St Chad's?

St Chad's is a very inclusive school and we currently provide additional and/or different provisions for a range of needs, including:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

How does St Chad's identify children with SEND and assessing their needs?

Staff at St Chad's regularly meet to discuss children's academic progress as well as social and emotional wellbeing. The school's system for regularly observing, assessing and recording the progress of all children is used to identify children whose academic progress and attainment is slowing or is significantly lower than that of their peers. Often this work is undertaken in discussion with class teachers through termly Pupil Progress Meetings. Within these meetings, conversations will also take place surrounding areas other than attainment, such as social needs. It is understood that slow progress and low attainment does not always mean that a child is recorded as having SEND.

The school's system includes reference to information provided by:

- Early Years Foundation Stage Profile,
- Progress measured against the assessment focuses in English and Maths,
- National Curriculum descriptors and age related expectations,
- Progress measured against Birth to 5 Matters assessments
- Standardised screening and assessment tools,
- Observations of behavioural, emotional and social development,
- An existing EHCP (Educational Health and Care Plan) of SEND,
- Assessments by a specialist service, such as educational psychology,
- Another school or LA which has identified or has provided for additional needs.

Based on the school's observations and assessment data and following a discussion between the class teacher, SENCO and parent, the child may be recorded as needing either:

- Differentiated provision within the class or in small groups outside of the classroom for a set period.
- Additional support through school provision known as SEND support,
- Additional support through external provision.

How does St Chad's consult with parents/carers of children with SEND and involving them in their child's education?

As part of the identification process, it is important that the school's SENCO and class teacher(s) have conversations with the child and parents/carers when identifying whether a child will need special educational provision in place.

When speaking with parents, it is important that the following is discussed:

- A child's strengths and areas of difficulty.
- Any specific concerns parents / carers may have for their child.
- A clear understanding of what the next steps are for the child in school.
- A clear understanding of the agreed outcomes for the child.
- An agreement with parents as to whether any referrals will be made for specialist support from external agencies.

It is important that parents are notified when their child is provided with any extra SEND support within class and when a support plan or support plan plus is put in place by the class teacher.

How does the school assess and review children's progress towards outcomes?

St Chad's follows a graduated approach towards assessing a child's progress against outcomes, whilst using a four-part cycle of assess, plan, do and review. The class teacher works closely with the school SENCO to clearly identify a child's needs. When completing the analysis, this focuses on the following areas:

- The teacher's assessment of the child both termly and against baseline assessment.
- A teacher's knowledge and experience of the child's areas of need.
- If required, previous teacher's assessment and analysis of the child.
- The child's development in relation to their peers.
- Views of the child and their parents / carers.

- Advice from external professionals.

All teachers and support staff who work with the specific child are made aware of their needs, the outcomes sought, the support provided, and any teaching strategies that are required.

How are children supported in moving between phases of education and in preparing for adulthood?

It is important to support all children in having a smooth transition between phases of education. Therefore, we share information within the school, or the other setting the child is moving to. Whilst supporting children with the transition, we will do the following:

- Arrange opportunities for children to visit the setting
- Arrange opportunities for child to be visited by members of staff from the prospective setting, when possible.
- Additional transition meetings for teachers to meet to discuss children to help ensure smooth transitions between classes and key stages and enhanced transition plans are put in place for the children with identified additional needs around transition.
- For children moving to St Chad's we offer the opportunity of additional visits to the school when the school is empty to support those children in meeting school staff and getting to know the school environment.

As a school, we work closely with local pre-schools to identify any specific needs and put enhanced transition plans in place to support the child having a successful transition into EYFS. We also work closely with local secondary schools to support any Year 6 children with SEND having a successful transition into secondary school.

What is St Chad's approach to teaching children with SEND?

As an inclusive school, first quality teaching is of the utmost importance when supporting children with special educational needs to progress with their learning within whole class lessons. With adaptive teaching practices in place, reasonable adjustments are made to allow all children to access the learning within lessons across the variety of different curriculum subjects. For children who are on the SEND register, a support plan is in place which identifies any adjustments that are made to support them in making progress within lessons. Interventions are put in place for children to support further progress learning or clear any misconceptions that might have been occurred during the lesson.

How is the curriculum and learning environment adapted across the school?

A variety of adaptations are made to ensure that all children's needs are met whilst they are learning at St Chad's. The following adaptations to the curriculum and learning environment include:

- Use of adaptive teaching processes within classrooms to ensure all children are able to access the learning e.g. flexible groupings, pre-teaching, use of retrieval practices etc.
- Adapting our learning environment to support reducing cognitive load for the children.
- Consistent rules, routines and expectations throughout the school.
- Following guidance from external professionals, such as occupational therapist and educational psychologist, to use any recommended aids or strategies to support a child's learning e.g. coloured overlays, visual timetables, larger font, etc.

How does St Chad's develop the expertise of staff to support children with SEND through training?

All staff are provided with a variety of training opportunities throughout the academic year to support their understanding of strategies to best support children within the classroom. Working closely with a cluster of schools, many opportunities are provided to develop understanding through training provided by an external professional, as well as opportunities to develop through training taking place in-school.

How does St Chad's evaluate the effectiveness of SEND provision that is provided?

To ensure that we are providing the best education available to all children with SEND in the school, we regularly evaluate the effectiveness of our SEND provision in a number of different ways:

- The SENCO will hold annual reviews for children with EHCPs.
- Teachers evaluate children's support plans three times a year with parents to review progress towards their child's goals.
- The SENCO monitors a variety of different areas, such as assessment, support plans, pupil voice, teaching and learning.
- Through pupil progress meetings, reviewing of the impact of different interventions.

How does St Chad's enable children with SEND to engage in activities available to those in school who do not have SEND?

As an inclusive school, it is hugely important that all opportunities are accessible for all children within the school. Therefore, all children have opportunities to participate in a variety of extra-curricular clubs, as well as all school trips and visits. For children who require reasonable adjustments to be made, school will ensure that these are put in place to enable children to access any opportunity being provided e.g. using ear defenders within a school disco.

How does St Chad's support emotional and social development within school?

Not only do we focus on developing children academically, we also believe children's emotional and social development is incredibly important. Therefore, we look to provide support for children's emotional and social development in a number of different ways:

- Pupils with SEND are encouraged to participate in extra-curricular activities.
- With a focus on pupil leadership, there are opportunities to be part of the school council, eco-club etc.
- Wellbeing afternoons enable children to be taught strategies that can be used to support their mental health and wellbeing, whilst learning in their house teams.
- St Chad's uses the Jigsaw PSHE scheme, which in turn supports children's SEMH.
- There is a focus on anti-bullying across the school.

How does St Chad's work with other agencies?

At St Chad's Patchway CofE Primary School, we work closely with a range of external professionals and agencies in meeting pupils' SEND and supporting their families.

What do I do if I have a complaint about the SEND provision at St Chad's?

If you have any complaints about the SEND provision at St Chad's, the first step is to speak to James Ridd, who is the Deputy Headteacher and SENCO. If your complaint is unable to be resolved, the next step is to speak to Steph Jenkins (Headteacher). If the Headteacher is unable to resolve the complaint, parents will then be referred to the school's complaints policy.

The parents 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.