

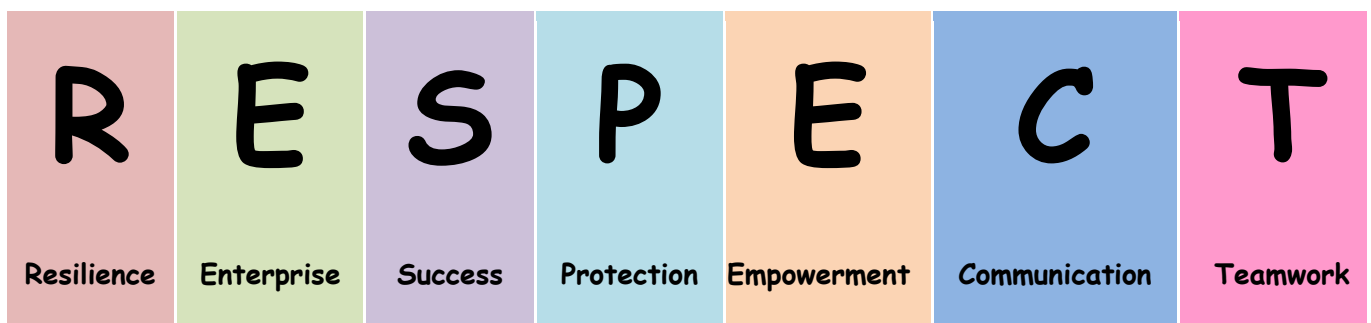


# St Ann's Primary School

## SEND Report 2020

### Our Vision

As a Rights Respecting School our vision at St Ann's is to promote **RESPECT** in everything we do... in school, Rotherham and beyond.



‘Special Educational Needs is defined as when a child’s needs require provision that is different from or additional to that normally available to pupils of the same age.’(SEND Code of Practice 2014)

All schools are supported to be as inclusive as possible, with the needs of pupils with Special Educational Needs and Disabilities being met in a mainstream setting wherever possible.

The Code of Practice outlines four broad areas of need. These are:

- Communication and Interaction,
- Cognition and Learning,
- Social, Emotional and Mental Health Difficulties,
- Sensory and Physical Needs.

### **What is the Local Offer?**

#### **The LA Local Offer**

Under The *Children and Families Act 2014*, Local Authorities and schools are required to publish and keep under review information about services they expect to be available for children and young people with SEND aged 0-25. This is called the ‘Local Offer’.

The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision in the local area.’ The Local Offer for Rotherham can be found here:

<http://www.rotherhamsendlocaloffer.org.uk/>

#### **The School SEND Information Report**

Schools must publish information on how it will meet the needs of SEND pupils as determined by the school’s policy, and the provision that the school is able to offer.

At St Ann’s Primary we recognise that every child and their needs are different, we will do our best to ensure that every pupil, including those with SEND get the right type of support.

## **Identification**

### **How do we know which children have SEND?**

It is important to recognise that children start school with varied experiences and usually need a little time to settle in and engage with new learning opportunities.

Many children with complex needs have these identified very early. Parents and carers may have already noticed that their child struggles in certain areas. For other children difficulties may only become evident as they grow and develop, and as they learn and interact in new and different environments.

The school regularly assesses all children and this will identify children that are making less than expected progress.

Children will be identified as needing extra support if, despite high quality teaching, their progress is;

- Significantly slower than that of other children of a similar age.
- Failing to match or better the child's rate of progress.
- Failing to close the attainment gap between the child and their peers.
- Widening the attainment gap.

The class teacher and SENDCO will monitor children closely and make observations which will also include discussions with parents, with clear review points. This is referred to in the Code of Practice as the graduated approach using an Assess, Plan, Do, Review model. Where possible a translator will be available to support parents in these discussions.

## **Support**

### **What skills, training and qualifications does our staff have to meet the needs of children with SEND?**

The Inclusion Leader's job is to support the class teacher in planning for children with SEND.

The school provides training and support to enable all staff to improve the teaching and learning of children, including those with SEND. This includes whole school training on relevant SEND issues. All teachers and support staff are committed to their own professional development and identifying their own training needs via appraisal.

The staff are committed to working together to improve learning for all, and we are able to share resources, training and expertise to meet the needs of learners with SEND.

Some children need specific interventions in order to boost their learning on a 1:1 or small group basis. At St Ann's Primary School we have support staff trained to deliver First Class at Number and Success at Arithmetic programmes, Project X Code, Reading Fluency Project, Phonic Booster programmes as well as interventions that have been written specifically for

individual children. Training is arranged as appropriate to aid staff in meeting the needs of specific children, such as those with Autistic Spectrum Condition (ASC) or Dyslexia.

Our Inclusion Leader Mr Skjold has completed the National Award for SENDCOs training.

### **How do we support in the classroom?**

All children have a right to access quality first teaching in a classroom, delivered by a qualified teacher.

This would mean:

- That the teacher has the highest possible expectations for children in their class.
- That all teaching is built on what your child already knows, can do and can understand.
- That different ways of teaching are in place, so that your child is fully involved in learning in class.
- That specific strategies (which may be suggested by the SENDCO or other professionals) are in place to support your child with their learning.

If your child has been identified as having SEND, they may need additional support in the classroom. This may involve extra adult support, additional resources, prompts or reminders, visual timetables or adjusting the expectations of a task. When we have concerns about a child's development / rate of progress they may have extra support in the classroom such as 1:1 reading, extra phonic lessons, support for basic maths skills, fine or gross motor skills exercises or handwriting practice. If your child is receiving support at this level, they will be placed the Inclusion Register and closely monitored.

### **What if your child still needs help?**

If your child still needs help, more specialised provision may need to be made. This maybe 1:1 with a trained TA or in a small group and is designed specifically to meet their needs, to fill any gaps in learning, give extra opportunities to develop skills and understanding and to boost learning and confidence. In most cases, a very personalised plan will be put into place for your child, and personal support plan will be completed, to make sure everybody involved, including you, your child and all staff, know what targets have been set, how they are being supported and what the expected outcomes are. If your child is receiving support at this level, they will be placed on the school's Inclusion Register at the SEND level.

### **How do we make learning environments accessible to children with SEN and Disabilities?**

As a school we are happy to discuss individual access requirements.

- The school is fully compliant with Disability Discrimination Act requirements.
- The school has disability access ramps to make the school accessible to all and disabled parking.
- There is a disabled toilet with a hydraulic bed (for changing and personal care issues).
- We ensure wherever possible that equipment used is accessible to all children regardless of their needs.

- Breakfast club provision is accessible to all children, including those with SEND.
- Extra-curricular activities and trips / residential are accessible for children with SEND. Advice is sought from professionals such as Occupational Therapists, if any children need access arrangements

### **How do we know if the support is working for your child?**

Your child's progress will be continually monitored by their class teacher. Various assessment tools are used to track if pupils are meeting their targets, including the EYFS development matters, EMAGs, PM benchmarking, national assessments and phonics screening. These are used to measure how well support is working for in class support and interventions. We will also look at work, how well your child is using learning in lessons in different ways and how much of new and old learning they are remembering and applying. Lesson observations and conversations with children will also help us to work out how much progress your child is making and to ensure that the needs of all children are met and that the quality of teaching and learning is high.

Pupil achievement meetings are held regularly with the class teacher, Head teacher and SENDCO to monitor children's progress and attainment. Open evenings and review meetings are held to discuss this progress with you so that your comments can also inform how well support is working.

### **Who else might we ask to support us in understanding your child needs?**

We have access to a range of professional services, who can advise us on how to meet your child's needs, if specialist intervention is required. These services include:

- Inclusion Services (Learning Support Services, SEMH Team, Autism Communication Team)
- Educational Psychology Service
- Visual Impairment Service
- Hearing Impairment Service
- SALT (Speech and Language Therapy)
- Occupational Therapy Service
- Physiotherapy
- CDC (Child Development Centre)
- CAMHS (Child and Adolescent Mental Health Services)
- MIND to support children's emotional needs

We will refer to these services in circumstances where we feel more specialised advice is needed. A referral will only be made once we have already put school based support in place, reviewed the impact it has had and decided in consultation with parents that a more specialised level of provision is required.

## **Communication**

### **What should you do if you have concerns about your child's SEND?**

The first person you should talk to is your child's class teacher about any concerns that you may have. If you continue to be concerned that your child is not making progress, you may speak Mr Skjold the Inclusion Leader / Special Education Needs & Disabilities Co-ordinator (SENDCO) or the Head teacher.

For further support then the Special Educational Needs and Disability Information Service (SENDIASS) can be contacted. They provide parents with confidential, impartial advice and information on special educational needs from staff and trained volunteers. They can be contacted via their website - <http://www.rotherhamsendiass.org.uk>

### **How do we communicate with parents?**

For every child in school 'Parent's Evenings' are held in the Autumn and Spring term where parents are invited to come in to speak to their child's class teacher. In addition to this, you will also receive a formal school report during the Summer term, with an invitation to discuss the report with the class teacher.

However, if your child is identified as not making adequate progress, the school may set additional meetings to discuss this with you in more detail which will use the Assess, Plan, Do Review model as outlined in the Code of Practice.

This will be an opportunity to:

- Listen to any concerns you may have.
- Plan any additional support your child may need.
- Discuss with you any referrals to outside professionals to support your child.

If your child is already on the Inclusion register under SEND, you may be invited to termly review meetings to discuss your child's progress with the SENDCO/Class Teacher. There may be representatives from other services who work with your child at these meetings. For children on the Inclusion Register at a monitoring level, progress may be reviewed during an extended open evening appointment. An annual review will be held for children with Education Health Care Plans (EHCP's)

Where external agencies are involved, all information will be discussed with you with the person involved directly, or where this is not possible, in a report.

### **How do we communicate with children?**

Where it is appropriate to, your child will be involved in the decision making about their learning including any setting and reviewing of targets that they may be working on.

When it is felt to be appropriate, children may be invited to review meetings. When this is not possible, children's views will be gathered beforehand.

### **How do we share information across school?**

Information in school can be shared via:

- Regular conversations/meetings with staff members who are working with the child
- Records of meetings will be kept in a child's SEND file.
- All SEN related information is stored electronically in each child's SEND file. This can be accessed by staff as required.

### **Transition**

#### **How do support your child when they are leaving this school, starting this school or joining a new class?**

We recognise that transitions can be difficult for a child with SEND, and we take steps to ensure that any transition is as smooth as possible. Children moving year groups or schools may be provided with:

- Extra visits to the new classroom or school, including when making the transition to comprehensive school.
- Child Profiles to explain their strengths, needs, likes and dislikes

#### **If your child is joining us from another school:**

- Foundation Stage staff will arrange home visits and where appropriate will visit pre-schools prior to children starting in September. Any relevant information will be shared with the SENDCO.
- Information will be sent from your child's current school to help us to prepare for your child's needs in advance of them starting with us at St Ann's.
- Your child may be able to visit our school and stay for taster sessions, if this is appropriate.

#### **If your child is moving to another school:**

- We will contact the school SENDCO and ensure they are aware of any special arrangements or support that need to be made for your child. If your child is moving onto secondary school, transition will be planned carefully and information shared with the school's SENDCO.
- Whenever possible visits will be arranged to the receiving school for your child, prior to the move. Children will visit their new school when transitioning from Y6 to Y7.
- We will make sure that all records about your child are passed on as soon as possible.
- If your child would be helped by a book/passport to support them in understanding moving on, one will be made for them.

#### **When moving classes in school:**

- Information will be passed on to the new class teacher in advance and in most cases a planning meeting will take place with the new teacher. Support plans will be shared with the new teacher.
- During the final weeks of the school year your child will visit his/her new class in order to become familiar with new staff.

## **Emotional and social support**

### **How do we make sure your child is happy and joining in at school?**

At St Ann's Primary School we strive to ensure that every child feels happy, safe, respected and valued by the whole school community. Your child's happiness and well-being is paramount in ensuring that they are able to achieve to their best potential.

We recognise that children may at times have barriers to their learning caused by social and emotional factors. This may cause problems with behaviour, difficulties in expressing emotions, difficulties interacting with peers or adults or cause children to become withdrawn or anxious in different situations. In order to ensure that children are developing socially and emotionally we have the following supports available in school for children to access:

- Members of staff such as the class teacher, Learning Mentor and SENDCO are readily available for pupils who wish to discuss issues and concerns. Where appropriate mediation sessions are carried out. The Head teachers are also willing to discuss any matter you may have – a translator will be made available where possible.
- For those who find lunchtimes a challenge, a provision can be provided in the form of working with a teacher, peer group or clubs. Equipment is based on the school yard to enable children to play. We have peer, play leaders and mediators to help with problems. TAs and teachers are on hand at all times.
- Breakfast and after school clubs are open to all and this is often a good way to start or finish the day.
- Families may agree to accessing support from Early Help services to support them at home and school.

We ensure that every child is able to take part in curricular and extra-curricular activities. Should your child need extra support or resources to access these activities, provision will be made on an individual needs basis.

St Ann's Primary School has a no tolerance policy in relation to bullying. It is our aim to ensure that all children feel safe and secure in our environment. Please contact the school if you would like a copy of our bullying policy.

### **Children with medical needs**

- If a child has a medical need then a Care Plan is compiled with support from the school nurse in consultation with parents/carers. These are discussed with all staff who are involved with the pupil.
- Certain staffs receive EpiPen training delivered by the local NHS trust.
- Where necessary, and in agreement with parents/carers, medicines are administered in school but only where a signed 'Medicine consent form' is in place to ensure the safety of both child and staff member.



- All TAs have basic first aid training and we also have a team who have been extensively trained in first aid.

For further information please refer to the following:

JMAT SEND Policy

Attendance Policy

Accessibility Policy

Behaviour Policy

Child Protection / Safeguarding policies

JMAT Pupils with Medical Conditions Policy

Intimate Care Policy

Anti-bullying policy