

St. Gregory's R.C. V.A. J.M.I. school

SEN report

Respective Responsibilities for Pupils with Special Educational Needs and/or Disabilities.

This Statement sets out, in summary form, the responsibilities of the school, Governors and the Local Authority when making sure that the additional needs of pupils who have been identified as having Special Educational Needs (SEN) are met in a way that works for the pupil without too many meetings and paperwork.

We accept that parents and carers need to feel confident that the school has systems in place which make it possible for us to offer a flexible range of provision which is able to meet the individual needs of each and every one of our pupils. Parents will be listened to, involved in decisions and respected. When children have additional needs and advice from outside agencies is needed, parents will want to be fully informed and involved; and need to trust the school to respond to any need as quickly as possible.

By law, the Local Authority has to publish the arrangements for SEN, and further details are available in the Local Authority Local Offer (www.southtyneside.info/sendlocaloffer). All schools receive funding in their budget to allow them to provide for pupils with SEN, and have the freedom to make the necessary arrangements using existing staff; or look for advice and support from outside the school.

When a child has SEN and/or a disability, the school and its Governing body are required to fulfil the following duties. (Children and Families Bill 2013):

Schools and Governors must ensure:

- That they make strenuous efforts to make sure the necessary provision is put in place for any pupil who has SEN.
- That when the Head or a nominated Governor has been told by the Local Authority that a pupil has SEN, those needs are made known to everyone who is likely to teach or support

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that pupil.

- That teachers are aware of the importance of identifying and providing for any pupils who have SEN.
- That a pupil with SEN and/or a disability joins in the activities of the school together with other pupils, so far as is reasonably practical and, at the same time, allows the pupil to receive the special educational provision that the learning needs call for and there is efficient use of resources.
- That they report to parents on how the school's policy for pupils with SEN operates.
- That when the school feel that there is a need for additional training for staff, attempts will be made to put this in place.
- That the school will follow the guidance in the Code of Practice when carrying out its duties towards pupils with SEN.
- That the school will make sure that parents are informed of a decision by the school that SEN provision is being made for their child and, where appropriate, the pupil is involved in discussions about what is being put in place.

Schools must:

- Be aware that pupils with SEN will need additional support as they move between phases and prepare to be independent adults.
- Identify pupils who have SEN and make sure that they are provided for in line with the Code of Practice.

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- Appoint a SENCO who is a qualified teacher.
- Invest in whole school training and targeted training for staff.
- Make sure that inclusive teaching and support is genuinely embedded in the school and that all teachers understand that they are "Teachers of SEN".
- Provide information on school arrangements for SEN to parents and governors.
- Consider what may be needed for future pupils with a disability.

Governors must:

- Appoint an SEN Governor who will oversee the arrangements for SEN in the school.
- Know how many pupils in the school have SEN.
- Know how much money the school gets for SEN and make sure that budget arrangements are in place to let the school fulfil their duties to provide for the pupils who have SEN.
- Review and approve the SEN Policy.
- Monitor the expenditure on SEN.
- Monitor the progress of pupils with SEN and make sure the provisions written in Statements and Single Plans are made.
- Make sure that SEN provision is part of School Improvement Plan.
- Publish on the school website the SEN Policy and a description of the arrangements and specialist provisions made in school for pupils with SEN.

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- Detail their arrangements for dealing with complaints from parents of children with SEN concerning the provision made at the school.

Summary of Provision made by Schools.

1. All children and young people	<ul style="list-style-type: none">• Trained SENCO with QTS who has a direct link to the Senior Management Team.• SEN Policy, with provision and practice in place.• Accessibility Plan in line with Equality Act 2010.• Information on Inclusion and SEN provided to <u>all</u> parents/carers.• SEN Governor.• SEN Development Plan.• Inclusive ethos and curriculum.• Range of teaching strategies and learning opportunities.• Range of ICT equipment.• Target setting and tracking process.
2. Children and young people with additional needs (SEN.) (Previously School Action and School Action Plus.)	As above, plus: <ul style="list-style-type: none">• Assessment of: learning environment; grouping of children/young people; teaching styles; curriculum materials; individual children's/young people's physical, sensory, and cognitive barriers; children's/young people's social and emotional needs and other relevant circumstances.• Additional and different provision such as individualised or small group planning.• Increased use of ICT resources.• Staff collaboration with specialists within the school and with outside agencies.• More detailed planning incorporating specialist information.• Individualised programmes in more than one foundation curricular area.• Increased classroom and small group support.• Environmental adaptations.
3. Statutory provision as	As above, plus: <ul style="list-style-type: none">• Very detailed planning and tracking.

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specified in a Statement of SEN or an Education Health and Care Plan (EHCP.)	<ul style="list-style-type: none">• Individualised programmes in several areas of the curriculum.• Arranging the provision specified in Part 3 of a Statement of SEN or EHC Plan.• Arranging the annual review of a Statement of SEN or EHC Plan and submitting recommendations to the LA.
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Local Offer for children with Special Educational Needs (SEN)

We are a fully inclusive school who ensures that all pupils achieve their potential personally, socially, emotionally and academically in all areas of the curriculum (regardless of their gender, ethnicity, social background, religion, sexual identity, physical ability or educational needs). This document is intended to give you information regarding the ways in which we ensure we support all of our pupils, including those with SEN, in order that they can realise their potential. It may not list every skill, resource and technique we use in order to achieve this as these are continually developed and used to modify our provision to meet the changing requirements for individual pupils.

Children are identified as having SEN when their progress has slowed or stopped and the interventions; resources etc, put in place do not enable improvement. Once this occurs, we use specific need-based plans and pupil profiles which help support their development and speed up progress. Children with SEN at St. Gregory's R.C. V.A. J.M.I. school make good progress and achieve in line with other schools nationally. Other useful documents such as our SEN and Inclusion policy will be available on the new school website (which we aim to have up and running in the very near future (currently under construction) . If you would like further information about what we offer here at St. Gregory's, then please do not hesitate to contact the SENCO (Miss E. M. Carrahar directly on: **(01914552909)**)

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School entitlement offer to pupils with additional needs	
Type of SEN for which provision is made at the school	Type of support
<p>Communication and Interaction Needs:</p> <p>e.g.</p> <ul style="list-style-type: none"> • Autistic Spectrum Disorders • Speech, Language and Communication Needs 	<ul style="list-style-type: none"> • Use of child friendly pupil profiles and needs-based plans involving pupils, parents and staff in the formulation, review and implementation of these documents. • Differentiated curriculum and resources • Visual timetables • Areas of low distraction • Support/supervision at unstructured times of the day. • Social skills programme/support including strategies to enhance self-esteem. • Small group targeted intervention programmes are delivered to pupils to improve skills in a variety of areas. • ICT is used to reduce barriers to learning where possible. • Strategies/programmes to support speech and language development. • Strategies to reduce anxiety/promote emotional wellbeing. • Support and advice is sought from outside agencies to ensure any barriers to success are fully identified and responded to. • Planning, assessment and review. • Access to teaching and learning for pupils with SEN is monitored through the schools self-evaluation process. • Teaching resources are routinely evaluated to ensure they are accessible to all pupils. • All school-related activities are evaluated in terms of their positive impact upon the learning success and inclusion of pupils with SEN. • Support staff are placed where needed throughout the school to ensure pupil progress, independence and value for money. • Fully qualified/trained SENCO and SEN team who can provide advice and guidance to staff. • All staff have completed, and will continue to

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	<p>receive, ongoing training in relation to meeting pupils' needs within the classroom.</p> <ul style="list-style-type: none">• Support is offered to families and they are signposted to services/organisations which may offer support/advice where appropriate, via the Local Offer.
<p>Cognition and Learning Needs:</p> <p>e.g.</p> <ul style="list-style-type: none">• Moderate Learning Difficulties• Specific learning difficulties	<ul style="list-style-type: none">• Use of child friendly pupil profiles and needs-based plans involving pupils, parents and staff in the formulation, review and implementation of these documents.• Differentiated curriculum and resources.• Strategies to promote/develop literacy and numeracy.• Provision to support access to the curriculum and to develop independent learning.• Small group targeted intervention programmes are delivered to pupils to improve skills in a variety of areas, i.e. reading skills groups etc.• ICT is used to reduce barriers to learning where possible.• Support and advice is sought from outside agencies to ensure any barriers to success are fully identified and responded to.• Planning, assessment and review.• Access to teaching and learning for pupils with SEN is monitored through the schools self-evaluation process.• Teaching resources are routinely evaluated to ensure they are accessible to all pupils.• All school-related activities are evaluated in terms of their positive impact upon the learning success and inclusion of pupils with SEN.• Support staff are placed where needed throughout the school to ensure pupil progress, independence and value for money.• Fully qualified/trained SENCO who can provide advice and guidance to staff.• All staff have completed, and will continue to receive, ongoing training in relation to meeting pupils' needs within the classroom.• Behaviour and anti-bullying policies are evaluated on a regular basis with a focus on the impact upon pupils' with SEN.• Support is offered to families and they are

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	<p>signposted to services/organisations which may offer support/advice where appropriate, via the local Offer.</p>
<p>Behavioural, Emotional and Social Development:</p> <p>e.g.</p> <ul style="list-style-type: none"> • Behavioural needs • Social need • Emotional Health and Wellbeing 	<ul style="list-style-type: none"> • The school ethos values all pupils. • Behaviour management systems in school are based upon encouraging pupils to make positive decisions about behavioural choices. • The schools behaviour policy identifies where reasonable adjustments/changes can be made to ensure the need for exclusion is kept to a minimum. • Risk assessments are used and action is taken to increase the safety and inclusion of all pupils in all activities. • The school provides effective pastoral care for all pupils. • Support staff are placed where needed throughout the school to ensure pupil progress, independence and value for money. • Support and advice is sought from outside agencies to ensure any barriers to success are fully identified and responded to. • Small group targeted programmes are delivered to pupils to improve social skills and emotional resilience. • Outdoor learning is used to offer a different approach to the curriculum, which supports children with social, emotional and behavioural needs. • Access to information and support is available within school for behavioural, emotional and social needs. • Support is offered to families and they are signposted to services/organisations which may offer support/advice where appropriate, via the Local Offer.
<p>Sensory and Physical Needs:</p> <p>e.g.</p> <ul style="list-style-type: none"> • Hearing/Visual Impairment • Multi-sensory impairment • Physical and Medical 	<ul style="list-style-type: none"> • Advice and guidance from the Local Authorities Sensory Impaired Service is sought and acted upon to ensure barriers to success are reduced or removed. • ICT is used to increase access to the curriculum. • Provision to support access to the curriculum and to develop independent learning. • Support staff are placed where needed throughout the school to ensure pupil progress, independence and value for money. • Advice and guidance is sought and acted upon to

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Needs	<p>respond to pupils who have significant medical needs and access to appropriate medical interventions</p> <ul style="list-style-type: none">• Access to strategies/programmes to support recommendations of Occupational Therapy/Physiotherapy.• Support with personal care if and when needed.• Staff receive training to ensure they understand the impact of a sensory need upon teaching and learning.• Staff understand and apply the medicine administration policy.• The SENCO and SEN team completes any necessary training in order to offer advice and guidance to staff about the needs of pupils.• The school works hard to ensure that parents/carers are able to work in partnership with them to support their children.• Support is offered to families and they are signposted to services/organisations which may offer support/advice where appropriate, via the Local Offer.• The main entrance to the school has ramps fitted to allow wheelchair access.• The school has a disabled toilet and shower
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If you have any concerns about your child's SEN, progress or provision we would urge you to come into school and discuss matters further with your child's class teacher or the school SENCO. Although school complaints procedures are in place we would always hope to resolve any issues or concerns informally by working in partnership with parents.

Note

Parents can contact their local Parent Partnership Service for impartial information, advice and support in relation to their child's SEN and/or disability.

Contact details:

Phone - 0191 4246345

Email - parentpartnership@southtyneside.gov.uk

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St. Gregory's R.C. J.M.I. School : Response to the Schedule 1 Regulation 51

Information to be included in the SEN Information Report

1. What kinds of special educational needs does the school/setting make provision for?

St. Gregory's school is a mainstream school . We make provision for children with special educational needs. These include cognition learning needs such as dyslexia , physical and sensory needs , communication needs such as ASD / Autism , and emotional behavioural needs. The examples given are purely illustrative. Please see above and consult with us if you require any further information.

2. How does the school/setting know if pupils need extra help and what should I do if I think that my child may have special educational needs?

A child is considered to have individual needs where one or more of the following apply:

- a) The child has a disability that has a negative/ significant impact on their learning. This includes cognition and learning , behaviour and emotional wellbeing , sensory and physical development.
- b) The child has significant delays in progress, having had appropriate support at home and / school to support their needs.
- c) The school considers the child's progress to be vulnerable due to specific circumstances in their life.
- d) The child requires a health care plan.

If you think your child has special needs then you should consult with the school. We welcome your advice and information about your child and will arrange a meeting with you to share our experience of your child's needs. This may require the involvement of other agencies and we will seek your permission if, together we agree to ask other agencies for their assessment. These steps are planned with you .

3. a) How does the school/setting evaluate the effectiveness of its provision for pupils with special educational needs?

The effectiveness of provision is evaluated by class teachers, the SEN team (consisting of the Headteacher, SENCO, SEN Governor, the assessment co-ordinator and SEN support assistant)

Class teachers monitor their provision, making half termly plans for children with SEND. They write an individual programme for a child with SEND (IEP). These are monitored termly.

IEPs are written through a consultation process that involves all stakeholders. A person-centred approach is key to the success of this process. Children are involved to ensure that their point of view is considered and, where possible , targets match needs they have also identified and agree to work on.

TAs run interventions for SEND pupils who will benefit from this work. These are tracked to measure their success.

The SENCo and the Assessment Co-ordinator monitor interventions being used to address individual children's needs. Also, groups of need are monitored, to assess the impact of the school provision for dyslexic children / ASD children etc .

b) How will both the school/setting and I know how my child/young person is doing and how will the school/setting help me to support their learning?

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In order to make consistent continuous progress in relation to SEN provision the school encourages feedback from staff, parents and pupils throughout the year.

- Staff are able to give feedback to SENCO and the SEN support assistants through training opportunities, on-going discussion, formal reviews of children's progress and review meetings. Staff/SEN team manage progress data for all pupils. Teaching assistants are part of a network and meet to share approaches and identify training needs.
- SEND Pupils are able to give feedback through informal discussion about targets and progress. Pupil questionnaires are used up to three times / year as part of the IEP review process. Pupil progress is monitored on a termly basis in line with the SEN Code of Practice.
- Parents are invited to give feedback at IEP reviews. Their comments are recorded on the IEP. We also have 3 formal parent / carer meetings each academic year. Informal discussion happens throughout the year .
- At parents evenings the SEN support assistant (Mrs. S. Nickels) runs a drop in session to show resources that could support your child's needs and to provide information about progress being made in support sessions. They may also meet informally during the year to give ideas and resources you can use at home.

C) What is the school's approach to teaching pupils with special educational needs?

Needs are approached on an individual basis. Some children respond best to working within a whole class environment, others need a small group approach outside the classroom. In some cases individual support is needed . A balance of approaches is considered, based on the child's needs and taking into consideration appropriate use of the school budget. In all cases, good communication with the children and parents is maintained.

The support provided consists of a four – part process:

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

d) How will the curriculum and learning be matched to my child/young person's needs?

Children with SEND may need a different pace of learning for specific aspects of their development. This will be assessed by staff and parents, with targets set to enable small steps of progress. In many cases , this can be delivered by the class teacher who will plan learning at a range of levels and will deliver this each session . Where more specific interventions are needed, small groups or individual learning sessions may take place alongside whole class learning. In some cases adaptations to building and specialist equipment may be needed to support access to learning. This will be coordinated by the SENCO.

e) How are decisions made about the type and amount of support my child/young person will

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receive?

Class teachers will assess each child's needs, including children with SEND. They will discuss additional support needs with the SEN team so that TA support is deployed effectively. The SENCo may oversee aspects of this process and can offer advice. Where additional funding is in place more support may be available. This must be used in line with the funding criteria by which the funding allocation was made. Where a child has an Education, Health and Care plan, parents may have a role in funding support decision making.

f) How will my child/young person be included in activities outside the classroom, including school trips?

Every reasonable effort will be made to ensure that all children can access any curricular provision in or out of school. Needs are considered at the planning stage and where trips are involved, staff may complete a pre-visit to consider any specific needs including those of children with SEND.

Where adaptations are not possible, alternative provision will be made with parents being consulted or informed.

g) What support will there be for my child/young person's overall well-being?

A pupil's well-being is central to their success in school. Staff constantly monitor all pupils wellbeing and make adjustments and plans to address needs identified. Where more specific / complex needs arise staff may set targets, request support from our pastoral support staff or request involvement from an Educational Psychologist. In some cases, external agencies may become involved such as CAMHS. Any support from external agencies will only happen with your knowledge and agreement.

4. Who is the school/setting's special educational needs co-ordinator (SENCO) and what are their contact details.

Miss. E. M. Carrahar is our SENCo. Contact is by phoning (0191545552909) or emailing the school office (office@st-gregorys.co.uk). Alternatively, parents can request a meeting with Miss. Carrahar through the school secretary.

5. a) What training have staff supporting special educational needs had and what is planned?

Teaching staff are trained in a wide range of approaches to support children with SEND. We have many staff with ASD / Autism training, dyslexia training and behaviour support management training.

TAs are experienced and have access to training for a range of interventions and approaches to support cognition, physical and sensory, behaviour and communication needs.

All teaching staff have undertaken SEND training in preparation for the implementation of the 2014 Code of Practice. This was delivered by the SENCO. The SEN support Assistant delivered the same training to all support staff who work with children in school with SEND.

Four TAs currently deliver programmes of support for Dyslexia and Dyscalculia.

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All staff will be encouraged to access Local Authority training linked to the new Code of Practice throughout 2015. The SENCo and SEN support Assistant will provide ongoing training as appropriate.

b) What specialist services and expertise are available or accessed by the setting/school?

The school has access to education support services including specialist teachers , educational psychology and behaviour management advisers. Services outside of education are accessed including Speech and language therapy, CAMHS, paediatricians and specialist nursing teams. These are just a few of the agencies that support children. In some cases, Social Care may become involved.

The following services will be involved as and when is necessary:

- Educational Psychology
- School Nurse
- Education Welfare Officer
- Speech and Language Therapy
- Occupational Therapy in conjunction with Physiotherapy
- School and Family Specialist Service (SFSS)
- Physical Disability Support Service
- Community Paediatrician
- Child and Family Services
- Social Care
- Health Staff at the Children's Centre at Nottingham City Hospital
- CAMHS

6. How will equipment and facilities to support pupils with special educational needs secured? How accessible is the school/setting?

Adaptations to the building to support a child with SEND are accessed via Physical Disability Support Service at the request of the school for an assessment. Specialist equipment may be accessed via Physical Disability Support Service, again following assessment. The school allocates a resources budget for SEND.

The building is ground floor level only with wheel chair friendly access to all classes. Although some areas in school have steps, access to the school from the yard is made via a ramp for wheelchairs etc. The school has a disabled toilet and shower facility. Most classrooms in school have a larger than average footprint.

7. What are the arrangements for consulting parents of pupils with special educational needs? How will I be involved in the education of my child/young person?

Consultation is a process of liaison between school and parents, and other agencies that may be involved with the child or family. This liaison happens both formally and informally. Parents and staff will work together informally sharing information about needs, how days / weeks have been for the child etc. This will usually be before or after school as a quick chat face to face or by phone. Liaison each day is usually not required. Frequency will be determined by need. Some parents like to use a diary passed between home and school to

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share information. Parents and staff will develop these informal systems between them as part of their relationship with the child and their needs as appropriate.

More formal systems are also in place. These include :

- Termly reviews of the child's needs and progress with the class teacher during parent evening.
- Meetings with members of the SEN team (SENCo, Class teacher, SEN support Assistant etc.) where appropriate. Other professionals/outside agencies may also be invited e.g. Educational Psychologist, health etc. as appropriate. Parents are invited by letter to attend the meeting. The meetings aim to share information, discuss ways forward and this will include using pupil targets. Minutes of these meetings will be provided for parents.
- Where a child has a statement or Education Health Care plan, the school will hold an annual review which you will be invited to attend. This will run in similar ways to the reviews above, but will review the statement or Education Health Care plan. Any changes needed can then be suggested and submitted to the local authority so changes may be made.

8. What are the arrangements for consulting young people with SEN and involving them in their education?

All pupils in school are encouraged to make choices about their learning. This is part of the learning process. As part of this process, all pupils have learning targets which are discussed and agreed with them. For pupils with SEND, targets are presented in a child friendly way using language/ pictures they understand. The emphasis is on children deciding what they want to learn/suggesting what they need to learn and helping establish small steps so that they achieve their targets and experience success.

Prior to reviews pupils may take part in an informal conversation about their likes, dislikes , progress etc . These can be used in termly reviews so that the child's views are used in the process. On some occasions children will attend their review , if this will aid their progress. Staff and parents will agree this at the review.

9. What do I do if I have a concern or complaint about the SEN provision made by the school/setting?

We welcome your concerns and encourage you to come and let us know earlier rather than later. You can chat to your child's teacher informally on picking up your child. That may be a quick and easy way forward. For more difficult concerns or complaints, a number of steps can be taken :

- Phone the office and request a meeting with the SENCo or the Head teacher.
- Write / email to the teacher / SENCo / Head teacher . (office@st-gregorys.co.uk)
- Write / email the Chair of the schools Governing Body and member of the SEN team- Mrs. W. Horwood

10. How does the governing body involve other organisations and services (e.g. health, social care, local authority support services and voluntary organisations) in the meeting the needs of pupils with special educational needs and supporting the families of such pupils?

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This role is designated by the Governing Body to the job descriptions of the SENCo and the designated person for social care matters (head teacher).

The SENCO and the SEN team attend meetings run by health, social care, local authority support services and voluntary organisations and invite them to attend meetings in school. You will usually attend these meetings by written invitation e.g for a child's statement review . On rare occasions a professional meeting may take place with these organisations to which you would not be invited.

11. How does the school/setting seek to signpost organisations, services etc. who can provide additional support to parents/carers/young people?

At meetings with you, we may provide information about services / organisations that you might like to contact. We may contact these on your behalf if you wish. We also provide copies of fliers on request.

12. How will the school/setting prepare my child/young person to:

i) Join the school/setting?

We will meet with you in school prior to your child joining us. That will provide a chance to share information and agree how your child will start. A staggered start is in place to help familiarise your child with their new school. If your child's needs are very complex, it might be beneficial for a staff member to visit your child in your home so that we can establish a relationship with your child prior to school entry. This would only happen with your agreement and involvement.

ii) Transfer between phases of education (e.g. early years to primary, primary to secondary etc)?

As children move on to a new school they may need additional visits so they get to know staff and buildings. This process will be discussed and agreed with you. Our staff will support the child on initial visits as they get to know designated staff who will be supporting them in their new school. Photos and school websites are frequently used to help explore the new school from the child's current school. Where possible, children are supported alongside other children who may also be moving. Also, you may wish to accompany some visits so you are familiar too. These arrangements are called a transition plan. The plan is written specifically for your child.

iii) Prepare for adulthood and independent living?

As we are a primary school, we are investing in children's futures. We aim to teach children skills for their future. For SEND children, a programme specific to the child's need may be needed. This will develop over time. This means that the child's curriculum may be personalised .

13. Where can I access further information?

parentpartnership@southtyneside.gov.uk

www.southtyneside.info/sendlocaloffer

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www.stgregorysrc.ik.org

office@st-gregorys.co.uk