



Special Educational Needs and Disability (SEND) Information Report (School Offer) 2020/2021

Our vision for SEND pupils in our school is based on our mission prayer:

*We believe that we are all God's work of art.
We strive to respect and care for each other and
to use our talents to do our best.
By doing this we are
'Learning in the light of Christ.'*

- ✓ We believe that all children are God's work of art.
- ✓ We strive to meet the needs of all children so that they are happy at school and can reach their full learning potential.
- ✓ We value the contribution all children make to the life of the school and ensure that quality learning and personal development opportunities are available for all children.
- ✓ We are proud of the achievements of all our children and we celebrate the many small steps our children make on their lifes' journeys.

Welcome to our "School Offer" information.

In this document you should find the answers to frequently asked questions relating to what we offer children in our school who have a Special Educational Need.

This information has been created with help from Teachers, Parents, LSAs and Governors. It will be reviewed every year. If you do not find what you are looking for then please do not hesitate to ask. Should you have any suggestions or comments then please let us know.

Common Acronyms

SENCO = Special Educational Needs Coordinator (Mrs Joyce)

SLT = Senior Leadership Team (Mrs Heymoz, Mrs McNamara, Mrs Joyce, Mrs Theo,)

LSA = Learning Support Assistant (Teaching Assistant)

PPM= Pupil Progress Meeting (Meeting with Class teacher, SENCO, LSA, SLT)

PM = Provision Map (Outline of additional provision for a child)

DSPL = Developing Special Needs Provision Locally. (Hertfordshire is divided into local areas known as DSPLs. Each area has local provision for SEND pupils. We are in DSPL 6)

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What kinds of SEN does the school provide for?

We support pupils with SEND as defined by the **Special Educational Needs and Disability Code of Practice 0-25 years** (part 3 of the Children and Families Act 2014)

A pupil has special educational needs (SEN) where their learning difficulty or disability calls for special educational provision, namely provision ***different from or additional to*** that normally available to pupils of the same age. (Code of Practice 2014)

As part of the school's rigorous assessment cycle pupils will be identified as SEN if they do not make adequate progress despite having quality differentiated teaching and appropriate interventions over time.

Once a child has been identified as having SEN they will have all their needs considered, not just their Special Educational Needs. For the purpose of the SEN register the children will fall into the following categories as their primary need, some children may have more than one need and all needs will be recorded.

The 4 main areas of need as defined by the SEN Code of Practice 0-25 (July 2014):

- **Communication and Interaction** – this includes pupils with speech and language and communication needs (SCLN) who have difficulty in communicating with others. They may have difficulty with one, some or all aspects of speech, language or social communication. It also includes those who demonstrate features within the autistic spectrum
- **Cognition and Learning** – this includes pupils who demonstrate features of moderate, severe or profound learning difficulties such as dyslexia, dyscalculia, dysgraphic and dyspraxia.
- **Social, Emotional and Mental Health Needs** – this may include pupils who may be withdrawn or isolated, disruptive or disturbing, hyperactive or lack concentration
- **Sensory and/or Physical Needs** – *this includes pupils with vision impairment (VI), hearing impairment (HI), multi-sensory (MSI) and physical difficulties.*

What should I do if I think my child may have special educational needs?

If you think that your child may have a difficulty with their learning at school, please make an appointment to see your child's class teacher to discuss your concerns.

How does the school know about my child's progress and if they need extra help?

At our school all children are continually assessed in a variety of ways and this information is reviewed every term at Pupil Progress Meetings (PPM).

At these meetings the class teacher, LSA, SENCO and a member of the SLT discuss the progress of all children in the class and compare against both age-related expectations, and prior attainment. The children's general development is also discussed, including aspects of their social and emotional wellbeing, and any information and concerns from parents is taken into account.

Based on these meetings, decisions are made about the current need for additional support for some children. Plans are put in place to define the exact nature of this support and how it will be provided and by whom. Class teachers, with the SENCO, will arrange to meet with parents to discuss any concerns and plans for additional support.

How will school staff support my child?

All staff have a duty to support all children within the school environment. Our SENCO, Mrs Joyce, oversees the additional support that some children need. All children are supported by Quality First teaching. The class teacher is responsible for the progress and attainment of all the pupils in their class. The class teacher will plan to meet the needs of the pupils by delivering high quality teaching, clearly differentiated to ensure that all pupils make expected or better progress. All classes have planned daily support from LSAs. This LSA support, organised by the class teacher, may be targeted at group, paired or 1:1 support. It is reviewed regularly and will vary according to need. Information about the support is shared with parents at parent evenings or at separate meetings, when necessary.

A few children will require more specific provision and, in some instances, it may be appropriate to seek advice from external professionals in order to provide the best support for the child in school. This may mean that the child is visited by another professional, or that staff are trained or supported by a specific agency or combination of agencies. Parents are kept informed all the way through this process by regular meetings with the SENCO and class teacher.

An IPM (Individual Provision Map) outlines specific provision and targets for children. It is reviewed regularly and shared with parents and children.

For pupils with complex and/or severe SEND, schools may apply for an Education, Health and Care Plan assessment in order to gain an EHC Plan, which will outline long term objectives and strategies on behalf of all services involved with the child. There are strict criteria for both of these additional support mechanisms and they apply to a very small percentage of children.

How will I know how my child is doing and how might I be involved in discussions and planning?

At present, the school holds two parent consultation evenings and provides a detailed written report in the summer term for **all** children. This means that each term, teachers will give parents an idea of their child's progress in relation to age related expectations, allowing parents a better understanding of where their child fits within the "national picture". Targets for all children are shared three times a year so parents have a clear picture of what their child needs to work on to make progress. When reporting progress, we will also talk to parents about the child's starting point for that academic year or Key Stage.

It is important to recognise that any child may be making "good progress" in relation to their starting point but still be working below age related expectations.

Some children who have additional provisions will have their progress reviewed more often. Parents may be invited to see the teacher, LSA or SENCO and any outside agencies at a time outside parent evening times. Parent consultations are a good opportunity for parents to share how they feel their child is getting on. Our SENCO is available at consultation evenings to either join parents and the class teacher at the main appointment, or to see parents separately about a concern. Parents with children on the SEND register are invited to a third session in the summer term to review the provision put in place.

For a few children who have an external agency involved or those with an EHCP (Education Health and Care Plan) the parent will be involved in review meetings.

In some cases a home-school book may be used where increased, regular communication is thought useful to sustain over a period of time.

How will the learning and development provision be matched to my child's needs?

All class teachers use an ongoing assessment cycle to appropriately differentiate, make the work of suitable challenge, for all children within class.

We follow the Assess — Plan — Do — Review provision planning.

Any "differentiation" is clearly marked on teacher's planning.

Where additional support is in place for some children, the class teacher, support staff and SENCO monitor and review the effectiveness of such interventions.

In order to meet the needs of the pupils fully, staff may also draw from a wide variety of interventions, strategies or services. Some of these may already be part of the support offered across the school or may be additional resources and/or support brokered with external agencies.

Specialist equipment may be given to pupils e.g. writing slopes, coloured overlays, pen/pencil grips, etc.

Some children will use visual aids – visual timetables and now/next boards.

What support will there be for my child's overall wellbeing?

We are a Catholic school with a caring ethos. Our children tell us they feel safe and secure and enjoy coming to school. Every day, we pray our mission prayer which speaks of respect and care for others. Our religion lessons support children's emotional well-being as well as PSHE sessions, including sharing circle time, participation in Anti-bullying week and eSafety Week.

We have very strong links with our local parish, Our Lady's and St Vincent's. Father Shaun, the Parish Priest and Mrs Khaliq, Parish Catechetical Coordinator, are regular visitors to our school. Our children lead celebrations and we hold our Advent and Lenten Services at the Church.

The school's behaviour policy ensures that good behaviour is celebrated. Children have opportunities to gain Headteacher's Awards and Gold Awards for living out our mission prayer in all areas of school life. At assembly on Fridays, certificates and awards are presented to children; all parents are invited to attend.

Our children's well-being is paramount and we pride ourselves on "going the extra mile" to ensure that they have opportunities to be listened to and have any issues sorted out promptly. We have an LSA trained in counselling skills and we run friendship groups. Our Year 6 act as play leaders on the infant playground, creating games and encouraging the younger children to try out new skills and to make new friends. Our teachers constantly reflect on the well-being of their pupils and seek to ensure that all children feel happy and secure in their class.

We have a School Parliament with representatives from Years 2 to 6. Opportunities for staff to talk to children are embedded throughout the year. In addition, our House system helps to develop positive relationships across age groups. Houses organise fund raising events throughout the year led by their Year 6 House Captains and their Teacher House President. They also encourage teamwork in events such as sports day. Our Year 6 class are paired with the Reception class and meet once a week to share Religion, reading and maths learning.

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

We use a range of expertise, services and other professionals to ensure our children's happiness and progress. This includes School Health, Speech and Language Therapy, The Educational Psychology Service, The Communication and Autism Team, Specific Learning difficulties Base (SpLD) and Family and Parent Support workers, Occupational Health and Physiotherapy, Children's Services, Play Therapy, Bereavement Support and Child and Adolescent Mental Health Service (CAMHS) and behaviour support teams.

Hertfordshire is divided into areas that together are working to develop provision for SEND locally. These areas are called DSPLs. At Pope Paul we are part of **DSPL 6**.

For information about what our DSPL offers visit www.wroxhamtla.org.uk. You will find a whole range of courses, support and information for parents.

What training have the staff, supporting children and young people with SEND, had or are having?

All staff support children with SEND and all staff, including LSAs, benefit from regular CPD (Continuing Professional Development) both in school and via external providers. This training will vary depending upon the relative experience of the staff and specific needs identified both on an individual and school-wide basis. Training has included language intervention, supporting children using practical maths, supporting autism in school, dyslexia friendly classroom, using computer programs to support reading and writing, use of social stories and paired reading.

How will you help me to support my child's learning?

At our school, we hold curriculum information meetings to help parents support their children's learning. Curriculum meetings focus on the areas of Maths and English and cover such things as phonics, spelling, grammar and numeracy skills. Decisions on the content of the evening are made in response to parent questionnaires and emerging needs.

On our website, there is a wide range of information to help parents support their children's learning, including information on the curriculum. Curriculum overviews are also available on the website for each class. A weekly classblog is available on the website which allows an insight to the learning opportunities presented that week.

Parent consultations are another opportunity to discuss the support parents can give their children at home, but teachers are happy to discuss how parents can support their child at home on a more personal basis, where the need arises. Our SENCO is also available during parent consultations.

All classes have an expectation of home learning, which will vary in content and quantity from year group to year group and child to child. This is made clear at the start of the year.

Parents should not hesitate to ask their child's class teacher if they are unsure of the expectations for their child.

How will my child be included in activities outside the classroom including school trips?

We are an inclusive school and the needs of all children will be considered in planning any trip or event. School trips are planned meticulously using County's Risk Assessment format, which will include individual risk assessments where needed. Staff allocation is informed by this process.

How accessible is the school environment?

We would make any reasonable adjustments required if a pupil with additional needs joined our school. (See the Accessibility Plan on the school website)

Specialist equipment can be provided where necessary and advice is sought from the appropriate medical and health professionals to ensure all children's medical and health needs are catered for within the school environment.

How will the school prepare and support my child to join school and transfer to a new school or the next stage of education and life?

Change can be difficult for all children to manage, but can be a particular challenge for those with SEND.

Foundation Stage

Prior to children starting at our school, Reception Class staff will visit the children and staff at their nursery/playgroup setting. We also organise home visits and these provide an opportunity for parents to share information about their child and ask questions about school life. A detailed parent questionnaire gives us key information about your child.

The Reception transition afternoon enables children to spend some time in their new class with their new teachers and peers and allows new parents to meet each other, together with the Headteacher, Parish Coordinator, member of the Governing Body and FOPPS representatives. Additional transition time is organised, where needed, depending on the particular needs of the child.

Whole School

A "Meet the Teacher" session is held within the first two weeks of the academic year where the class teacher will give information about the class curriculum for that year. Parents can make an individual appointment with the class teacher if they have any concerns.

When children reach the end of Year 2 they will have come to the end of Key Stage One. This means that they will leave the infant department and move into Key Stage Two (juniors) when they start Year 3. In our school, this also means that they will now be *going upstairs*. For some children this can be quite daunting, as they may never have had to manage stairs regularly before. To ensure a smooth transition, we provide opportunities in the summer term for the Year 2 class to meet their Year 3 teacher and visit their new classroom. We also have a buddy system where Year 3 pupils partner with the Year 2 pupils so that they have a friend when they move to play on the junior playground. The Year 2 pupils lead a *Moving On* act of worship in the summer term to celebrate the end of their KS1 journey.

Transfer to Secondary

When children are in Years 4 and 5, many of the local secondary schools organise taster days, so that the children have a chance to visit the schools and try out some lessons there. When pupils reach Year 6, secondary school staff (SENCO, Head of Year 7) visit the school in the summer term (or earlier if needed) to talk to their prospective pupils and the Year 6 staff/SENCO.

The Year 6 induction day takes place in July and extra transition days for SEND children are organised between our school and the secondary schools. In Year 6, a range of transition topics are covered such as: *travelling on your own; organising time; making friends; safety; moving on; first aid; and stranger aware*.

For pupils with EHC plans the new school's SENCO is invited to the annual review so they can have input into the new targets and the strategies to meet the needs.

How are the school's resources allocated and matched to children with special educational needs?

The school's SEN budget is predominantly used to provide additional staff support which is used strategically to support identified need as effectively as possible. A smaller percentage of the funding is used for specific training and to purchase additional resources and equipment; all of which is again deployed according to need.

How is the decision made about how much support my child will receive?

Decisions about what support may be allocated to children is determined by the class teacher and SLT and informed by the discussions and outcomes of Pupil Progress Meetings. For children new to the school, we also take into account prior knowledge of their needs. Any decisions about provision for children must form part of a whole school strategic view and take account of all the children's best interests. All classes have adult support and each half term we look at the picture of need and decide on individuals, groups or paired learning and their focus areas.

Who can I contact for further information?

Parents of children with SEND who have a concern are invited to speak to the Class teacher in the first instance to address any initial concerns and they may then refer you onto the SENCo for a further meeting which may also involve the Head teacher.

Meetings can be arranged via the school office. The school telephone number is 01707 – 659755.

Headteacher – Mrs Liz Heymoz

SENCo – Mrs M Joyce

SEND Governor – Mrs L Bills

How can I find information about the Local Authority's Local Offer of services and provision for children and young people with special educational needs and disability?

Information about the Hertfordshire Local Authority offer can be found at:

www.hertsdirect.org/send for further information on SEND in Hertfordshire and the local authority's 'Local Offer' or visit for Hertsmere – Delivering Specialist Provision Locally. <https://www.dsplarea6.org.uk/>

Useful Things to Know!

HAND – Hertfordshire Additional Needs Database (Information, concessions, support groups for children and parents)

The Parent Partnership Service – an impartial information, advice and support service funded by Hertfordshire County Council for parents, carers and young people (0-25)

www.wroxhamtla.org.uk -information about courses/support groups for parents in DSPL 6

- **Covid 19 Procedures**

Please refer to our Covid 19 Whole School Risk Assessment which is available on our school website which outlines the procedures that we have put in place to reduce the risk of infection within our school community. Due to these restrictions children remain in their class bubbles for the school day therefore mixed age activities cannot take place at present. These restrictions also limit the one to one close contact that staff can give pupils.

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