

SEN INFORMATION REPORT FOR ST FIDELIS CATHOLIC PRIMARY SCHOOL (What support is available at this school for your child)

St Fidelis is a mainstream primary school with a nursery provision.

The information below details the provision available within the school and the way in which parents and children can access the support required for special educational needs.

As a school we work within the local authority of Bexley and its guidance on provision for children with SEN in mainstream schools. We also follow our SEN inclusion policy.

The school's SENCO is Mrs Kezia Sargent and she can be contacted by:

Telephone: 01322 337752

Email: admin@st-fidelis.bexley.sch.uk

Inclusion Statement

At St Fidelis School all pupils, regardless of their particular needs, are offered inclusive teaching which will enable them to make the best possible progress in school and feel that they are a valued member of the wider school community. We may offer the following range of provision to support children with communication and interaction, cognition and learning difficulties, social, mental and health problems or sensory or physical needs.

The proportion of children on our SEND register is 10% in addition to this we have a number of children receiving specific school support from the class teacher and other staff to ensure good or better progress for all learners.

Our school premises allow full access to all children and adults including, those with physical disabilities, as the whole school site is on a single level.

Through an external provider, Jacqueline's Gems, we offer a breakfast and after-school club provision. The school also works with a range of external providers to provide after-school clubs which are open to all children from year groups 1-6, including those with special educational needs and/or disability.

At St Fidelis we believe school trips and visits are a key aspect of children's learning and therefore ensure that those pupils with special educational needs and/or disability can fully access the trip. This may include additional adult support, comprehensive risk assessments, and alternative travel arrangements.

People who Support Children with SEND in this School

School Based Information	People	Summary of Responsibilities
<p>Who are the best people to talk to in this school about my child's difficulties with learning/ Special Educational Needs (SEND)? And how can I talk to them about my child if I need to?</p>	<p>Class Teacher</p>	<p>He/ She is responsible for:</p> <ul style="list-style-type: none"> • Ensuring that all children have access to good or outstanding class room teaching and that the curriculum is adapted to meet your child's individual needs (also known as differentiation) • Checking on the progress of your child through monitoring and assessment. Planning for and delivering any additional help your child may need (this could be things like targeted work, additional support, adapting or varying resources) and discussing amendments made with the SENCO as necessary • Writing Individual Education Plans (IEP), and sharing and reviewing these with parents once each term and planning for the next term • Ensuring that all members of staff working with your child in school are aware of your child's individual needs and/or conditions and what specific adjustments need to be made to enable them to be included and make progress • Ensuring that all members of staff working with your child are supported in delivering the planned work and/ or individual programmes for your child. This may involve the use of additional adults, outside specialist help and specially planned learning tasks and resources • Ensuring that the school's Special Needs Policy is followed in their classroom and for all the pupils they teach with any SEN and/ or disabilities <p>If you would like to discuss your child's needs with their class teacher, please make an appointment either with the class teacher themselves or at the main office.</p>
	<p>The Special Educational Needs Co-Ordinator (SENCO)/ Inclusion Manager</p>	<p>He/ She is responsible for:</p> <ul style="list-style-type: none"> • Co-ordinating all the support for children with special educational needs and/or disabilities and developing the school's Special Needs Policy to make sure all children get a consistent, high quality response to meeting their needs in school

		<ul style="list-style-type: none"> • Ensuring that you are: <ul style="list-style-type: none"> ➤ Involved in supporting your child’s learning ➤ Kept informed about the support your child is getting ➤ Involved in reviewing how they are doing ➤ Part of planning ahead for them • Liaising with all the other people who may be coming into school to help support your child’s learning e.g. Speech and Language Therapy, Educational Psychology etc. • Updating the school’s SEND register (a system for ensuring all special educational and physical needs of pupils in this school are known and understood) • Monitoring your child’s progress and needs by: <ul style="list-style-type: none"> ➤ Ensuring that records are kept and reviewed ➤ Ensuring that new targets are set when goals are met ➤ Ensuring that adjustments are made when conditions develop/ new diagnosis’ are made • To provide specialist support and arrange training for teachers and support staff in the school so they can help your child and other pupils with SEN and/ or disabilities in the school to achieve their potential
	The Head Teacher	<p>He is responsible for:</p> <ul style="list-style-type: none"> • The day to day management of all aspects of the school, this includes the support for children with SEN and/ or disabilities • He will give responsibility to the SENCO and class teachers but is still responsible for ensuring that your child’s needs are met • He must make sure that the Governing Body is kept up to date about any issues in the school relating to Special Needs
	SEND Governor	<p>He/ She is responsible for:</p> <ul style="list-style-type: none"> • Making sure that the school has an up to date Special Needs Policy • Making sure that the school has appropriate provision and has made necessary adaptations to meet the needs of all children in the school • Making sure that the necessary support is made for any child who attends the school who has SEN and/ or disabilities

Different Levels of Possible Support

	Types of support provided also showing the stage of the Code of Practice (the document that schools use to plan their SEN and/or disabilities input) children will be at when receiving this input	What would this mean for your child?	Who can get this kind of support?
What are the different types of support available for children with SEN and/or disabilities in this school?	Class teacher input via good or outstanding targeted classroom teaching.	<p>The teacher will have the highest possible expectations for your child and all pupils in their class</p> <ul style="list-style-type: none"> • All teaching is based on building on what your child already knows, can do and can understand • Your child will experience different ways of teaching to enable him/her to be fully involved in their learning. This may involve things like using more practical learning or providing different resources amended for your child • The teacher will use specific strategies which may be suggested by the SENCO or staff from outside agencies to enable your child to access the learning task 	All children in school should be getting this as a part of good and outstanding classroom practice.
	<p>Specific group work within a small group of children. This group may be</p> <ul style="list-style-type: none"> . Run in the classroom or outside . Run by a teacher or teaching assistant who has had training to run these groups 	<p>Your child's teacher will carefully monitor your child's progress and discuss any concerns with the SENCO</p> <ul style="list-style-type: none"> • Any gaps in your child's understanding/ learning will be identified • Your child's teacher will plan group sessions for your child with targets to help your child to make more progress • A Teaching Assistant/teacher or outside professional (like a Speech and Language Therapist) will run these small group sessions using the teacher's plans 	Any child who has specific gaps in their understanding of a subject/area of learning. Some of the children

	<p>These are often called Intervention groups. Stage of SEN Code of Practice: SEN Support (previously School Action), which means they have been identified by the class teacher as needing some extra support in school but no referrals have been made to outside agencies.</p>		<p>accessing intervention groups may be at the stage of the SEN Code of Practice called School Action, which means they have been identified by the class teacher as needing some extra support in school.</p>
	<p>Specialist groups run by outside agencies e.g. Speech and Language therapy OR Occupational Therapy groups AND/OR Individual support for your child of 20 hours and below in school.</p> <p>Stage of SEN Code of Practice: SEN Support (previously School Action Plus), which means they have been identified by the class teacher/SENCO as needing some extra specialist</p>	<p>If your child has been identified as needing more specialist input instead of or in addition to good and outstanding class room teaching and intervention groups, referrals will be made to outside agencies to advise and support the school in enabling your child to make progress</p> <ul style="list-style-type: none"> • Before referrals are made you will be asked to come to a meeting to discuss your child’s progress and help plan possible ways forward • If it is agreed that the support of an outside agency is a way forward, you will be asked to give your permission for the school to refer your child to a specialist professional e.g. a Speech and Language Therapist or Educational Psychologist. This will help the school and yourself understand your child’s particular needs better • The specialist professional will work with your child and child’s teacher to better understand their needs and make recommendations. These may include: 	<p>Children with specific barriers to learning that prevent them from making good progress through good and outstanding teaching</p>

	<p>support in school from a professional outside the school. This may be from:</p> <ul style="list-style-type: none"> • Local Authority central services such as the ASD Outreach Team or Sensory Service (for students with a hearing or visual need) • Outside agencies such as the Speech and Language therapy (SALT) Service 	<ul style="list-style-type: none"> ➤ Making changes to the way your child is supported in class e.g. some individual support or changing some aspects of teaching to support them better ➤ Provide target setting using their specific expertise ➤ Your child’s involvement in a group run by school staff under the guidance of the outside professional e.g. a social skills group or sensory circuit ➤ Group or individual work directly with outside professional <ul style="list-style-type: none"> • The school may suggest that your child needs some agreed individual support or group support in school. They will tell you how the support will be used and what strategies will be put in place. 	
	<p>Specified Individual support for your child of more than 20 hours in school. This is usually provided via a Statement of Special Educational Needs or an Education, Health and Care Plan (EHCP). This means your child will have been identified by the class teacher/SENCO/Head of Inclusion as needing a particularly high level of individual and small group teaching (more than 20 hours a week), which cannot be provided from the resources already delegated to the</p>	<p>The school (or you) can request that the Local Authority carry out a statutory assessment of your child’s needs. This is a legal process and you can find more detail about this in the Local Authority based Local Offer, on the LA web site</p> <ul style="list-style-type: none"> • After the school have sent in the request to the Local Authority (with a lot of information about your child, including some from you), they will decide whether they think your child’s needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case they will ask you and all professionals involved with your child to write a report outlining your child’s needs. If they do not think your child needs this, they will ask the school to continue with the support at SE support level • After the reports have all been sent in the Local Authority will decide if your child’s needs are severe, complex and lifelong and that they need more than 20 hours of support in school to make good progress. If this is the case they will write an Educational Health Care Plan. If this is not the case, they will ask the school to continue with the support as SEN Support and also set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible 	<p>Children whose learning needs are:</p> <ul style="list-style-type: none"> • Severe, complex and lifelong • Need more than 20 hours of support in school

	<p>school. Usually, if your child requires this high level of support they may also need specialist support in school from a professional outside the school. This may be from:</p> <ul style="list-style-type: none"> • Local Authority central services such as the ASD Outreach Team or Sensory Service (for students with a hearing or visual need) • Outside agencies such as the Speech and Language therapy (SALT) Service, • Occupational therapy service, • Physiotherapy and/or CAMHS 	<ul style="list-style-type: none"> • The Statement or EHC Plan will outline the number of hours of individual/small group support your child will receive from the LA and how the support should be used and what strategies must be put in place. It will also have long and short term goals for your child • The additional adult may be used to support your child with whole class learning, run individual programmes or run small groups including your child <p>It is your right as a parent or carer to submit a EHC plan referral to the local authority but we advise that you discuss this with the SENCO or head of inclusion as they will have both a professional opinion on your child’s needs and will need to submit reports and other evidence to strengthen the case.</p>	
--	--	--	--

Examples of Provision and Support available

Below is a list of some of the provision which may be used at St Fidelis to support pupils, this provision changes and adapts to meet the needs of children on a regular basis. You can ask more questions about each of these provisions if you would like by making an appointment with the SENCO.

Provision	Likely pupil staff ratio	Staff involved
Chatterbox	1:6	TA
Early Phonic Intervention	1:4	TA
Reading Intervention	1:6	Teacher
Digismart	1:10	TA
Draw and Talk Therapy	1:1	TA
Play Therapy	1:1	TA
Maths Intervention	1:8	Teacher

Processes to identify SEN and necessary provision to support progress

During the academic year 2015/2016 SEN provision forms a central focus of the school development plan. As part of this focus the process of identification has been streamlined in order to speed up identification of SEN. As this is an ongoing process of change and you would like more up-to-date information please make an appointment to speak to the SENCO.

Communication

How can I let the school know I have a concern about my child's progress in school?

- If you have concerns about your child's progress you should speak to your child's class teacher initially
- If you are not happy that the concerns are being managed and that your child is still not making progress you should speak to the SENCO or Senior Leader AHT/DHT
- If you are still not happy you can speak to the schools Head Teacher

How will the school let me know if they have any concerns about my child's learning in school?

- When a teacher or a parent has raised concerns about your child's progress, and targeted teaching has not met the child's needs, the teacher must raise this with the SENCO
- Schools also have meetings every term between each class teacher and senior staff members in the school to ensure all children are making good progress. This is another way your child may be identified as not making as much progress as they could be
- If your child is then identified as not making progress the school will set up a meeting to discuss this with you in more detail:

- To listen to any concerns you may have
- To plan any additional support your child may receive

Transitions

We recognise that 'moving on' can be a challenge for a child with SEND and take steps to ensure that any transition is as smooth as possible.

If your child is moving to another school:

- We will contact the new school's SENCO and ensure he/she knows about any special arrangements or support that need to be made for your child
- We will make sure that all records about your child are passed on as soon as possible
- We will ensure that the relevant staff members from the receiving school are invited to the final annual review for children with a statement before a planned move

When moving to another class within the 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. All IEPs will be shared with the new teacher
- A social story book will be made for your child if it is felt that s/he would benefit from it

In Year 6:

- The SENCO will attend the Primary Transition Day to discuss the specific needs of your child with the SENCO of their secondary school
- Your child will attend a small group in school to support their understanding of the changes ahead. This may include creating a 'Personal Passport' which includes information about themselves for their new school
- Where possible your child will visit their new school on several occasions and in some cases staff from the new school will visit your child in this school

SCHEDULE 1 Regulation 51 Information to be included in the SEN information report

1. The kinds of special educational needs for which provision is made at the school.
2. Information, in relation to mainstream schools and maintained nursery schools, about the school's policies for the identification and assessment of pupils with special educational needs.
3. Information about the school's policies for making provision for pupils with special educational needs whether or not pupils have EHC Plans, including—
 - a) how the school evaluates the effectiveness of its provision for such pupils;
 - b) the school's arrangements for assessing and reviewing the progress of pupils with special educational needs;
 - c) the school's approach to teaching pupils with special educational needs;
 - d) how the school adapts the curriculum and learning environment for pupils with special educational needs;
 - e) additional support for learning that is available to pupils with special educational needs;
 - f) how the school enables pupils with special educational needs to engage in the activities of the school (including physical activities) together with children who do not have special educational needs; and
 - g) support that is available for improving the emotional, mental and social development of pupils with special educational needs.
4. In relation to mainstream schools and maintained nursery schools, the name and contact details of the SEN co-ordinator.
5. Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured.
6. Information about how equipment and facilities to support children and young people with special educational needs will be secured.
7. The arrangements for consulting parents of children with special educational needs about, and involving such parents in, the education of their child.
8. The arrangements for consulting young people with special educational needs about, and involving them in, their education.
9. Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school.
10. How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils
11. The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with section 32.
12. The school's arrangements for supporting pupils with special educational needs in a transfer between phases of education or in preparation for adulthood and independent living.
13. Information on where the local authority's local offer is published.

1. The kinds of special educational needs for which provision is made at the school.

In our school we make provision for pupils who have any of the needs in the table below. We know that some pupils will have needs in more than one of these areas and we will always do our very best to meet these needs. The support in this table acts as a guide, but the things we do may vary and actual support will be based on the specific needs of each pupil.

All children in school have support within lessons through differentiation and quality first teaching strategies. This means that activities are planned according to the level the child or young person is working at. This can include a variety of adaptations including changes to the physical environment, changes to teaching styles as well as levels of adult support. You can find more info on our quality first teaching here.

Types of need and what that could look like	Examples of support available in our school	How we check it is working
<p>Cognition and Learning Children and young people who find learning, thinking and understanding more challenging than most other pupils.</p> <p>These children and young people might:</p> <ul style="list-style-type: none"> · Take longer to learn important skills · Find it difficult to remember things such as the important words for reading and the times tables. · Find it hard to understand how to use letter sounds to read and spell words · Need more time to think about their answers 	<p>Quality first teaching including wave 1 and wave 2 interventions</p> <ul style="list-style-type: none"> · Teachers change what they are teaching or/and the way they teach to help the child or young person learn with the rest of the class. · Extra support could be given in a small group by an adult to help the child or young person learn the things they are finding difficult · Extra support could be given to the child by an adult for a short time during the day to support them in learning key skills. · Personalised outcome focused targets decided upon so that progress can be measured. · A one page personalised profile created for the child so that all adults know how they learn best and what teaching and learning styles work well for them in the classroom. · Termly action plans if appropriate. · Access to specialist support from a teacher, or other professional. 	<ul style="list-style-type: none"> · We use our school tracking system to assess progress. · We assess progress against the personalised outcome focused targets set as part of the young person's action plan. · Talk to the child or young person · Talk to parent · Talk to adults who have worked with the child or young person · Hold meetings to discuss the progress of the child or young person. · Ask for other professionals to work with the child or young person to check the progress being made.
<p>Communication and Interaction Children and young people who find it difficult interacting with the people and world around them.</p>	<ul style="list-style-type: none"> · Quality first teaching including wave 1 and wave 2 interventions · Teachers change what they are 	<ul style="list-style-type: none"> · Observations of the child or young person to see if they are communicating or interacting

<p>These children and young people might find some of the following challenging</p> <ul style="list-style-type: none"> · Talking to other adults and or children and young people, especially when in a group · Talking about a topic they haven't chosen to talk about · Making friends or keep friend for a long time · Following rules made by someone else · Dealing with changes in the way they usually do things · Dealing with noises, smells or other sensations around them · Saying the things they are thinking · Understand what other people mean when they are talking 	<p>teaching or/and the way they are teaching to help the child or young people learn more with the rest of the class</p> <ul style="list-style-type: none"> · Use support programmes especially made to help the child or young person to build communication and interaction skills · Use things in the classroom to help the child or young person understand or deal with things that are happening (for example visual timetables, task boards, social stories) · Get advice from professionals and specialist staff trained in school to give advice to adults working with the child or young people 	<p>differently</p> <ul style="list-style-type: none"> · We assess progress against the personalised outcome focused targets set as part of the young person's action plan. · Talk to the child or young person · Talk to parent · Talk to adults who have worked with the child or young person · Hold meetings to discuss the progress of the child or young person. · Ask for other professionals to work with the child or young person to check the progress being made.
<p>Social, emotional and mental health difficulties</p> <p>Children and young people who find it difficult to manage their emotions and behaviour in a way that affects their daily life.</p> <p>Some of the things these children and young people might find challenging are:</p> <ul style="list-style-type: none"> · Following rules set by others · Sitting still · Listening to and follow instructions · Understanding how they are feeling · Making friends · Dealing with their difficulties in a way that does not cause harm to themselves or others · Taking responsibility for the things they do 	<ul style="list-style-type: none"> · Quality first teaching including wave 1 and wave 2 interventions · Get advice from professionals and specialist staff trained in school to give advice to adults working with the child or young people · Extra support can be given in a small group by an adult to help the child learn about how to help themselves · Extra support can be given to the child or young person by an adult for short time during the day to let them talk about the things that upset them · Individual outcome focused targets set to help show what the child or young person needs help with. · 1:1 Draw & Talk and Play therapy sessions led by our trained Teaching 	<ul style="list-style-type: none"> · Observations of the child or young person to see if they are coping better in school. · Talk to adults who have worked with the child or young person · Talk to parents · Talk to the child or young person · Ask for other professionals to work with the child or young person to check the progress being made.

	Assistant.	
<p>Sensory and/or physical needs</p> <p>Children and young people who have a disability that may make it difficult for them to manage their everyday life without changed or support</p> <p>This may be because of hearing or visual difficulties, physical disabilities or other medical needs.</p> <p>Some of the things children and young people with these difficulties might find challenging are:</p> <ul style="list-style-type: none"> ·Hearing what others in the classroom or school setting are saying ·Reading words on books, worksheets or whiteboards that are not made bigger or changed to help them ·Moving around without the aid of a walking aid or wheelchair · Using pencils, scissors, knives and forks and other things that we need to use without changes or support ·Taking medication without adults helping them 	<ul style="list-style-type: none"> ·Quality first teaching including wave 1 and wave 2 interventions · Professional advice from specialist staff · Support from outreach services such as the hearing or visual impairment, occupational therapy or physical disability teams · Specialist equipment · Small groups aimed at developing motor skills. · Adaptations to the school environment where possible ·Individual outcome focused targets set to help show what the child or young person needs help with. ·Action plans where necessary. 	<ul style="list-style-type: none"> ·Monitoring that the child or young person has full access to a broad and varied curriculum ·Observations of the child or young person within the school environment ·Talk to adults who have worked with the child or young person ·Talk to parents ·Talk to the child or young person ·Ask for other professionals to work with the child or young person to check the progress being made.

2. Information, in relation to mainstream schools and maintained nursery schools, about the school's policies for the identification and assessment of pupils with special educational needs.

All children's progress is monitored half-terminally using data and continuously by all staff within the school. Concerns are discussed between senior leaders, SENCo and class teachers. Half-terminally targets are set for all pupils, strategies and modifications put in place, and pupils' progress towards these targets is reviewed. If a pupil does not make the required progress, parents are invited to discuss their child's progress and advice is sought through the EIT team meetings. This may result in a referral to an educational psychologist, advisory teachers, speech therapist, occupational therapist, etc. If a parent raises concerns about their child's progress, these concerns are taken seriously and steps are taken to support the pupil and/or investigate the difficulties raised.

3. Information about the school's policies for making provision for pupils with special educational needs whether or not pupils have EHC Plans, including—

a) how the school evaluates the effectiveness of its provision for such pupils;

Targets are set half-terminally and reviewed at the end of each half-term. Pupils are also assessed half-terminally using the age related expectations of the new curriculum. Quantitative data allows pupils' progress to be measured against the progress made by their peers. Staff working with pupils observe and constantly

measure progress qualitatively in order to achieve maximum progress. Skills are regularly revisited to ensure that they are embedded whilst moving onto next steps.

- The targets set are SMART (Specific, Measurable, Achievable, Realistic, Time scaled) targets with the expectation that the child will achieve the target by the time it is reviewed.
- If a pupil has a statement or EHC plan, progress against the objectives of the statement is reviewed annually at a formal meeting involving parents, external agencies and school staff. At this meeting the progress of the pupil is discussed in all areas of the statement.

b) the school's arrangements for assessing and reviewing the progress of pupils with special educational needs;

The school measures children's progress in learning against National expectations and age related expectations.

- The class teacher continually assesses each child and notes areas where they are improving and where further support is needed. As a school, we track children's progress from entry in Nursery/Reception through to Year 6, using a variety of different methods including Development Matters and Age related expectations.
- Children who are not making expected progress are picked up through Assessment Analysis meetings with the class teacher and Senior Leadership Team.
- In this meeting a discussion takes place focusing on why individual children are experiencing difficulty and what further support can be given to aid their progression.
- Action plans are reviewed to show what progress the child has made. If the child has not met the target, the reasons for this will be discussed, then the target may be adapted into smaller steps or a different approach may be tried to ensure the child does make progress.

c) the school's approach to teaching pupils with special educational needs;

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. It is the aim of the school to include all children, and to enable those with special educational needs to access a broad and balanced curriculum and take part in all aspects of school life. We strive to ensure that all children are safe and healthy, enjoy their education and achieve their potential, recognising the contribution they can make and their right to economic wellbeing in later life. The school supports this aim by:

- Planning curriculum delivery to meet the needs of all pupils by considering different learning styles and differentiating tasks.
- Identifying barriers to learning and participation
- Working with parents or carers to identify and meet children's needs.
- Assessing children's needs by testing and observation.
- Providing staff with appropriate special educational needs training and information.
- Monitoring children's progress using Passports, to be reviewed during the school year.
- Working in co-operation with the LA and other agencies.
- Seeking advice and support from outside experts as appropriate.
- Involving children in reviewing their progress through use of 'pupil trackers'.

d) how the school adapts the curriculum and learning environment for pupils with special educational needs;

When a child has been identified with special educational needs, the relevant equipment or adaptations will be put in place. All pupils have a differentiated curriculum, not just pupils with SEN. The classroom teacher and teaching assistant will work more closely with pupils with SEN and give more time and support. The curriculum is differentiated according to where the pupil is at that point in time, with small steps and achievable goals set. Scaffolds, word banks, scribing, ICT, concrete apparatus, adapted pens, rulers, scissors, writing slopes coloured overlays etc. are all used to help the pupil access the curriculum and make progress.

Some pupils will need more specialist differentiation. Speech and language programmes, therapeutic interventions, Speech and Language, Phonics, Maths, Reading Recovery, Jump Ahead, handwriting interventions, are all delivered by specially trained staff.

e) additional support for learning that is available to pupils with special educational needs;

As a school we work closely with any external agencies that we feel are relevant to individual children's needs within our school including: -

- Educational Psychologist
- Private Educational Psychologist
- CAMHS (Child & Adolescent Mental Health Service)
- Inclusion Team
- Paediatric Physiotherapy
- Speech & Language Therapy
- School Nurse
- Social Care
- Occupational Therapy
- Paediatricians
- Learning Support Service
- Behaviour Support Service
- Play Therapy
- Autism Outreach Team
- Educational Welfare Officer
- Visual Impairment Team
- Hearing Impairment Team
- Thriving Families
- CAF teams

An Educational Psychologist is allocated to each school. He/she would normally only work directly with children whose needs are felt to be quite considerable and have not responded well to the interventions previously put in place for them.

This involvement is discussed at Progress Meetings with the Senior Leadership Team and class teachers. In order to help understand the pupil's educational needs better, the psychologist will generally meet with the parent and give feedback after the assessment has been completed.

He/she will offer advice to the school and parent/carers on how to best support the child to move their learning forward.

None of the above will have involvement with pupils without prior consultation and permission from parents.

f) how the school enables pupils with special educational needs to engage in the activities of the school (including physical activities) together with children who do not have special educational needs;

Children are encouraged to participate to the best of their ability and tasks are adapted to meet the needs of individuals. Our use of a PE specialist teacher allows all children to be taught PE with a high level of expertise. All clubs, trips and activities offered to pupils at St Fidelis are available to pupils with special educational needs either with or without a statement of special educational needs/Education, Health and Care Plan. Where it is necessary, the school will use the resources available to it to provide additional adult support to enable the safe participation of the pupil in the activity

Activities and school trips are a very important part of every child's learning experience at St Fidelis Catholic Primary School.

- Risk assessments are carried out and procedures are put in place to enable all children to participate on the trip.
- However, if there is no TA and it is deemed that an intensive level of 1:1 support is required a parent or carer may be asked to accompany their child during the activity.

g) support that is available for improving the emotional, mental and social development of pupils with special educational needs.

Should concerns be raised by either school staff or parents regarding the emotional wellbeing of pupils, parents meet with school staff and pupils are given support or therapeutic interventions may take place. We recognise that some children have extra emotional and social needs that need to be developed and nurtured. These needs can manifest themselves in a number of ways, including behavioural difficulties, anxiousness, and being uncommunicative.

Personal, Social, Emotional and Health education is regularly taught in school and focuses on developing a range promoting strong interpersonal skills in order for pupils to create positive and lasting friendships. For pupils who require additional input Social Skills groups are run by experienced Teaching Assistants following a specific programme. Where a deeper level of input is required the school's Emotional Support TA may be available to work with your child one a 1:1 basis once a week. If your child still needs extra support, with your permission the SENCo will access further support through either Thriving Families or a CAF (Common Assessment Framework) process. **A Teaching assistant is available at lunch time to support children and allow them to share concerns or issues.**

Children with medical needs

- If a child has a medical need then a detailed Health Care Plan is compiled in consultation with parents/carers and the school nurse. This is discussed with all staff who are involved with the child. Health Care Plans are displayed in the staff room and discretely in the child's class to ensure that all staff are aware of the medical needs of pupils.
- The majority of staff members are fully trained in first aid and receive regular updates.
- With parental consultation and permission, medicines are administered to any children who need them.
- Staff are trained in the administration of EpiPens should a children require one.

Behaviour

- Clear guidelines with regard to behaviour are taught from the beginning. There are clear expectations and all staff and pupils are expected to adhere to them.
- Should an incident occur, it is investigated and a written record kept with all parties given the opportunity to explain their point of view. Incidents at lunchtime are dealt with straight away by a senior leader and parents are informed of any unacceptable behaviour.
- If poor behaviour persists then, following consultation with parents, a behaviour plan will be put in place to support the pupil and facilitate partnership with parents. Should this not prove to be effective, it may be necessary to involve the behaviour support service.
- As a result of the support we give, we have not excluded a child in the last five years; however we have zero tolerance on physical violence towards staff.

Attendance

- Attendance of every child is monitored weekly by a senior leader. Lateness and absence are recorded and reported to the same senior leader.
- Good attendance and punctuality are rewarded weekly in a celebration assembly and termly with an own clothes day. The school works closely with the Education Welfare Officer and school nurse to support parents and carers experiencing difficulties with regard to attendance and punctuality.
- Parents are supported to engage with the school where attendance drops below 90%

4. In relation to mainstream schools and maintained nursery schools, the name and contact details of the SEN co-ordinator.

Mrs Kezia Sargent

01322 337752

admin@st-fidelis.bexley.sch.uk

5. Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured.

All staff receive training related to different aspects of SEND and how to differentiate the curriculum according to different needs. Training is received in school and delivered by a range of professionals and staff in the school.

- The SENCo has received training and advice to support pupils with specific learning difficulties, autistic spectrum disorder, reading recovery, and speech and language difficulties.
- A Speech and Language Teaching Assistant has received specific speech and language training.
- Teaching assistants are level 3 trained and receive weekly training and refreshers on various aspects to help them to support pupils more effectively.
- Some teaching assistants have also been trained to deliver Wave 3, Jump Ahead, therapeutic programmes and handwriting programmes.

6. Information about how equipment and facilities to support children and young people with special educational needs will be secured.

The school works hard to ensure that no student is disadvantaged in terms of facilities and equipment dependent upon need. To ensure that we achieve this goal we work with outside professionals such as specialist teachers, occupational therapists and the specialist nursing team. Our broad approach here is captured in our equality and disability policies which are available on our website or on request.

The equipment and facilities include but are not limited to the following:

- Disabled toilets
- Ramps
- Modified furniture
- Mobility training
- Coloured overlays
- Access to laptop/tablet technology
- Specialist PE Equipment & staff
- Staff trained in lifting and toileting
- Specialist consideration for access arrangements for exams.

Where external advisors recommend the use of equipment or facilities which the school does not have, we will purchase it using the notional SEN funding, or seek it by loan. For highly specialist communication equipment the school will seek the advice of the local authority.

7. The arrangements for consulting parents of children with special educational needs about, and involving such parents in, the education of their child.

All class teachers review children's progress each half-term, and set new targets. These are recorded in a class action plan. Individual copies for pupils on the SEN register are sent home so that parents know what targets have been set for their child.

If children receive specific interventions outside of the classroom, these are discussed with parents before they begin. Pupils' progress is also discussed at parents 'evenings'.

8. The arrangements for consulting young people with special educational needs about, and involving them in, their education.

Pupils are encouraged to follow the schools Mission Statement of "compassion, challenge and excellence". Pupils are encouraged to develop independence in all areas and to articulate their opinions effectively. This is encouraged in school through:

- Rights respecting Council – who meet weekly to meet MP's and visitors to the school, make videos for UNICEF and discuss campaigns (they were lucky enough to visit 10 Downing Street as part of the IF campaign). Every class follows the Articles of Conventions in an age appropriate way.
- Pupil leadership encourages all pupils to take responsibility in different areas of school life, monitors for different classes, ICT monitors, prefects, lunch halls, sports leaders, Head boy & girl etc.
- We have pupil questionnaires to gather ideas and opinions about curriculum topics.
- All pupil premium children meet bi-weekly with the Turnaround mentor to discuss their work and other aspects of school life.

- Pupils with statements and EHC plans are asked for their views regarding school and their progress and these are included in annual review meetings.

9. Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school.

10. How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils

11. The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with section 32.

The following services will be available in from January 2016 for families living in Northumberland Heath, Belvedere and Thamesmead wards. If you are interested in this support please call St Augustine's children's Centre (020 3045 4710) and ask to be added to waiting lists- please include crèche requirements and ages of children.

- Time out for Special Needs Course (no crèche available) based at Northumberland Heath Children's Centre for local families with children aged 0-11 years
- Empowering Parents Course
- 12 week counselling for parents who have children with a disability or an additional need

12. The school's arrangements for supporting pupils with special educational needs in a transfer between phases of education or in preparation for adulthood and independent living.

We recognise that transitions can be difficult for a child with SEN, and we take steps to ensure that any transition is as smooth as possible.

If your child is joining us from another school:

- The SENCo will visit pre-schools with the Foundation Stage Leader when appropriate as well as other school staff who may be working with your child.
- If your child would be helped by a book/passport to support them in understanding moving on, then one will be made for them.
- Your child will be able to visit our school and stay for a taster session, if this is appropriate.

If your child is moving to another school:

- We will contact the school SENCo and ensure he/she knows about any special arrangements or support that need to be made for your child. Where possible, a planning meeting will take place with the SENCo from the new school.
- 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, then 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. IEP s will be shared with the new teacher.
- If your child would be helped by a book/passport to support them in understand moving on, then one will be made for them.

In Reception/Nursery

When children enter the reception class, parents and carers are invited visits to the school where they will have opportunities to:

- Meet with school staff to allow them the opportunity to pass on any information they feel it is important for the school to know and also to give them the chance to ask any questions or clarify any issues.
- The SENCo attends a pre-school transition meeting to meet staff from preschool placements and school staff will visit pre-school settings to visit children in familiar surroundings and to speak to staff with a close knowledge of them. There is also a parents' meeting where information relevant to all pupils is passed on and parents and children are able to visit the reception and other areas once again.
- All new children visit the school prior to starting when they will meet their new Class Teacher and rest of the class.
- There is a staggered entry to school, starting with half days and gradually building up to full days. For some children, to meet their needs and ensure a smooth settling in period these half days may be extended. A meeting will be held with parents before to discuss.
- For children with SEND we would encourage further visits to assist with the acclimatisation of the new surroundings. We would also visit them in their current school or setting.
- We write social stories with children if transition is potentially going to be difficult and make transition books. Outside agencies, such as BEAS also work with the school to support transition. Records and contacts are requested to put provision in place as soon as possible.

In Year 6:

- The SENCO will discuss the specific needs of your child with the SENCO of the child's secondary school. In most cases, a transition review meeting to which you will be asked to contribute will take place with the SENCO from the new school.
- For vulnerable year 6 pupils, a transition programme is carried out to talk about different routines, organisation etc. which may cause them concern. Children will participate in focused learning relating to aspects of transition, to support their understanding of the changes ahead.
- Where possible, your child will visit their new school on several occasions, and in some cases staff from the new school will visit your child in this school.

13. Information on where the local authority's local offer is published.

Information on Bexley's local offer can be found at: <http://www.bexleylocaloffer.uk/>

They can also be contacted by email: localoffer@bexley.gov.uk or by phone: 020 3045 5677

A Glossary of SEN terms

(Taken from LGFL website)

ADD	Attention Deficit Disorder
ADHD	Attention Deficit Hyperactivity Disorder
Annual Review	The review of a statement of special educational needs that takes place yearly
ASD	Autistic Spectrum Disorder
BESD	Behaviour Emotional and Social Difficulties
BSL	British Sign Language
CAF	Common Assessment Framework: a form to co-ordinate all the agencies working with a family with problems
Child Protection Plan	A child protection plan is put in place by the Local Authority when a child is deemed to be at significant risk of harm
DDA	Disability Discrimination Act
Disability	A physical or mental impairment that substantially limits one or more life activity that is ongoing and impairs how you interact with the world
Dyscalculia	A difficulty in acquiring math skills
Dyslexia	A disability which could manifest in difficulties in learning to read, write and spell, when there are progress in other areas. Concentration, organisational skills, comprehension and handwriting are amongst a range of other areas that could be affected
Dyspraxia	A disability where motor skills are difficult to learn and retain. Coordination and balance could be affected, amongst other areas
EBD	Emotional Behavioural Difficulties
ECM	Every Child Matters
EDCM	Every Disabled Child Matters
EHC	Education, Health & Care assessment: A single, integrated assessment which replaces the current assessment process. The assessment process should be carried out in a 'timely' manner and it should not take longer than 20 weeks to issue an EHC Plan.
EHCP	Education, Health & Care plan: An EHC Plan will replace current Statements of SEN and Learning Difficulty Assessments. The plan will be a legal document describing a young person's needs, the provision to meet those needs and the most suitable educational placement. Government has stated that the Plan must be person centred, focusing on the needs and aspirations of the child. EHC Plans will continue into further education and training, and for some young people up to the age of 25. If a child/young person has a health or social care need only, they will not get an Education, Health & Care Plan unless these needs impact on their education.
EP	Educational Physiologist
EWO	Education Welfare Officer
HI	Hearing Impairment
IEP	Individual Education Plan. A working document recording short-term targets and strategies for an individual pupil
Integration	Educating children with special educational needs with children without special educational needs
LA	Local Authority
Local offer	Local authorities will be required to publish a 'local offer'. A local offer is intended to provide information about provision it expects to be available to children with SEN and disabilities in their area both in and outside of a school.
Makaton	A signed language based on BSL but is standardised across the country
MLD	Moderate Learning Difficulties
OT	Occupational Therapist
PD	Physical Disability
PSHE	Personal, Social and Health Education
PSP	Pastoral Support Plan
PT	Physiotherapist
SaLT	Speech and Language Therapist

SEN	Special Educational Needs
SEN Support	When a child or young person has been identified as having special educational needs, schools should take action to remove barriers to learning and put effective special educational provision in place called SEN Support. This SEN Support should take the form of a four part cycle (assess/plan/do/review) through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the child's needs and what support the child in making good progress and securing good outcomes. This is known as the graduated approach.
SENCo	Special Educational Needs Coordinator. The member of staff who has responsibility for coordinating SEN provision within a school
SENDA	Special Educational Needs and Disability Act 2001
SENDIST	Special Educational Needs and Disability Tribunal
SLCN	Speech Language and Communication Needs
SLD	Severe Learning Difficulties
Statement	A document produced by the LA following multi-professional assessments and contributions from parents /carers, setting out the precise nature of a pupil's difficulties and educational needs. The document details how the pupil's needs will be met in an educational setting. Statements must be reviewed annually at the Annual Review
TA	Teaching Assistant
VI	Visual Impairment

Appendices



Has this pupil got SEN? Better Diagnosis of SEN for SENCOs

Cognition & Learning	
Primary / EYFS Assessments	Strategies / Resources
Dyslexia screening www.efficientlearning.co.uk GL Assessments Salford reading test Phonics test SATs Reading levels APP grids Spelling Age Reading Age Parents' view Discussion with previous teacher Progress book EYFS Profile 2 year check Development Matters Ed.Psych <i>CTOPP</i> <i>Tomal (memory)</i>	1:1 Play 1:1 LSA / Small group Read, Write, Inc. (available through Oxford Owl) Numicon SMART targets Wave 3 maths 1:1 Catch up Lit/Num intervention Securing levels documents Visual support Then/now boards Visual instruction Chunking / breaking into steps Position on carpet Eye contact TA – catch up / assessment Success criteria Clear differentiation Visual Scaffolding Daily readers White boards Repeat back instructions Pre teach Pencil grips Talk to parents Checking hearing and eyesight Booster groups Smell, food, sleep – Well-being Quality First Teaching Steps to success How willing to communicate? Seating plans Targeted questions White boards Talking buddies Check hearing / eye sight Food Sleep Well-being How long stay after school? <i>Toe by Toe</i> <i>Word Wasp</i>



Has this pupil got SEN? Better Diagnosis of SEN for SENCOs

Communication & Interaction	
Primary / EYFS Assessments	Strategies / Resources
Aspergers checklist National Autism Society checklist Communication Trust SALT advice clinic / website Class observation Carpet time In playground Early Learning Goals Parent discussions Records from previous setting / teacher Oxford NHS speech & Language assessment	SEAL Makaton Picture Exchange Communication System Circle of Friends Class observation – carpet time Visual aids Talking partners (social group) Teacher / LSA target the child SALT resource packs Communication carousel On-line assessment of child Pre-teaching key – vocab Communication 4all Circle Time Social Stories, Buddies Inclusion monitor Visual timetable Doodling Stress balls Position in class <i>I Can – Chatter Matters</i> <i>Talk Boost</i> <i>Black sheep resources</i> <i>Language for Thinking</i> <i>Pragmatics / social use of language</i>



Has this pupil got SEN? Better Diagnosis of SEN for SENCOs

Social, Emotional and Mental Health Issues	
Primary / EYFS Assessments	Strategies / Resources
Observe	PRU
Parents	Behaviour Book / Plan / Monitoring Form
ABC Book	Giving time to others / responsibilities
GP letter	Big Book of worries
Ed.Psych	Social Stories
CAMHS	Play therapy
EY Inclusion Team	Nurture group
Leuven Scales	Family Resilience / Liaison Officer
PIVATs	Circle time / social groups
Boxall Profile	Friendship walls / Buddy system
Paediatrician	Reward Systems
Development Matters	Target setting
Exclusion + Reintegration	Buddy / Buddy bench
Strengths and difficulties questionnaire	Worry box / bag
Timed observation – LSA – week / month / term	Playground leaders
Record of incidents	Seating plans
Home/school record	1:1 time LSA / adult to talk to
Attendance patterns	Playing & Learning Socialise (Programme)
Lesson patterns	Circle Time
Playground incidents	PSHE
Talking to parents	Circle of Friends
Previous setting / teacher	Socially Speaking
	Time out
	Safe area
	Home / school links
	Reward charts
	SHARE
	Social group
	Mentoring / Pastoral care



Has this pupil got SEN? Better Diagnosis of SEN for SENCOs

Sensory, & Physical Difficulties	
Primary / EYFS Assessments	Strategies / Resources
Occupational Therapist assessment ICT assessment Specialist teacher services Physiotherapy Observation records (s) – What? When? Conversation with parents and with child P.E assessment	Occupational Therapist advice clinic Occupational Therapist resource packs Alert group Observations Scooter boards Fiddlers Cushions Footrest for 90 degree position Disco Seat Weighted lap / shoulder Alternative means to record, ICT etc. Screen – colours Caring Cutlery Read, Write, Gold Colour coded keyboard – interactive screen Laptops / Ipads Digi voice recorders Minimise sensory overload Movement – breaks Fiddle toy Cushion Quiet space Pupil Passport What works / doesn't work (pupil passport) Handwriting programme Touch typing Ear defenders Pre writing activities Velcro under the table Privacy screen Blinds Position in classroom Putty Pencil grips Slopes



Initial Concerns Form

Name of pupil:

Year:

Date:

Class:

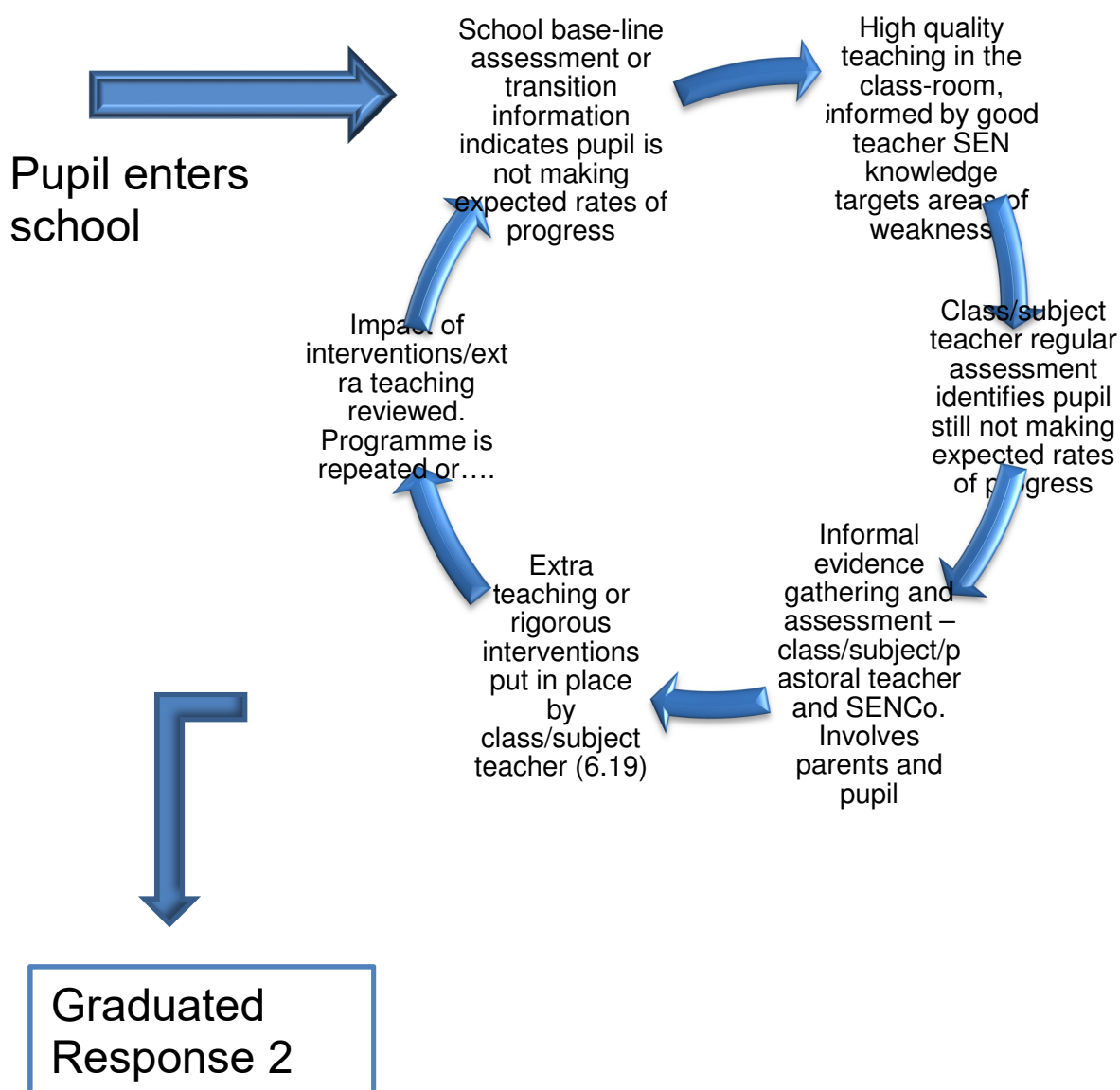
Summary of concern(s)	Views of Parents

Potential barriers to learning	Actions to remove barriers and support child	Outcome of actions

Expected Outcomes	By:	Agreed Actions:

Review Date and Time:	
-----------------------	----------------------

Graduated Response 1: Class/Subject Teacher Responsibility



Graduated Response 2: SEN Support (Joint SENCo + Class/Subject Teacher)

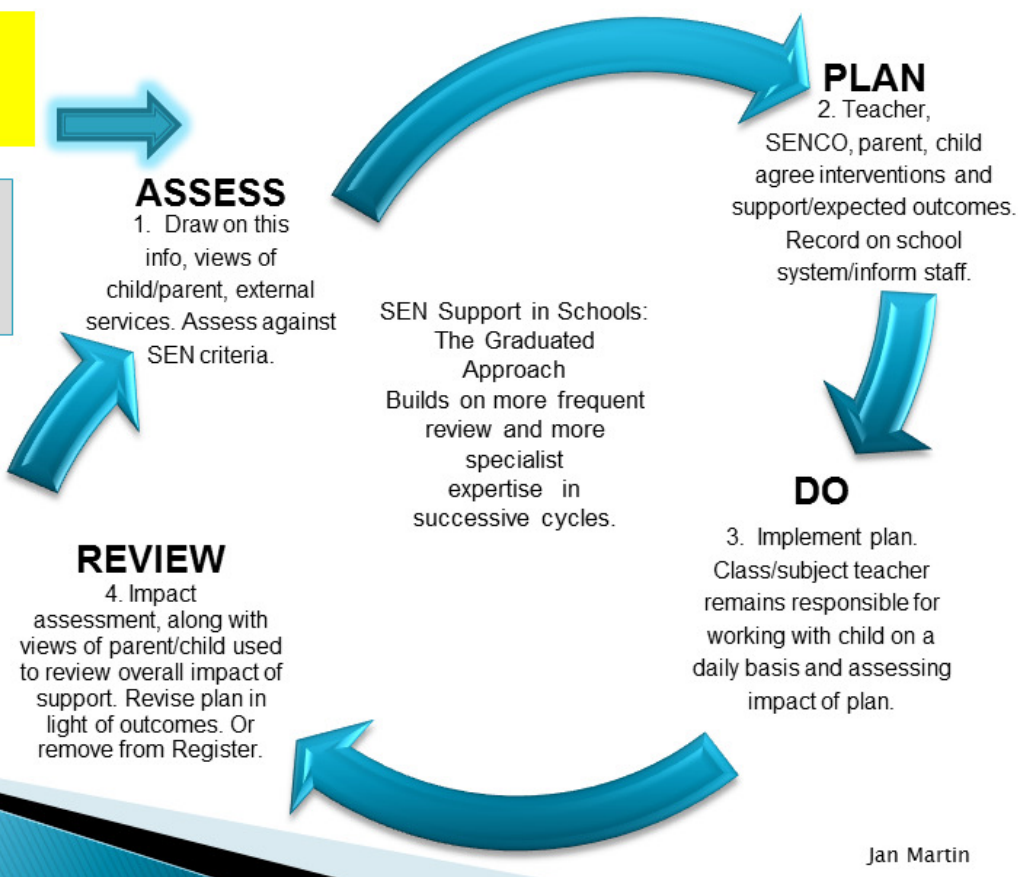


Graduated Response 2: SEN Support (Joint SENCo + Class/Subject Teacher)

High quality inclusive teaching (inc. differentiation, wave 2 intervention)

Despite these, pupil not making expected rate of progress

Whole school processes for assessing, tracking and monitoring progress



Jan Martin