



From Little Acorns Great Oaks Grow



St Katharine's Primary School: SEND Information Report (2019 – 2020)

Admissions	<p>We believe in providing every possible opportunity to develop the full potential of all students. We are a school that celebrates diversity in all its forms and we welcome every child into our nurturing and inclusive community. Our aim is that all students with special educational needs participate in activities compatible with the efficient education of other students and the efficient use of resources. All children will have the right to a broad and balanced curriculum; including extra-curricular activities, where appropriate, and full access to the curriculum offered by academies in the Trust.</p> <p>All children are valued and their self-esteem promoted. We work in close partnership with parents/carers who play an active and valued role in their children's education.</p> <p>Normal admission arrangements apply. The admissions policy is based on the agreed Academy Trust Policy. We strive to be a fully inclusive academy trust. All students will be treated according to their needs in line with the Academy Trust's Policy for equality of opportunity.</p> <p>No student will be denied admission because of his or her race, family circumstances, sexuality, physical ability or academic attainment.</p> <p>Where a student has a particular need e.g. wheelchair access, the governors will make reasonable adjustments to ensure the student's needs are fully met.</p> <p>If a student is transferring into the academy trust with an EHCP, or has been receiving extra support from LA centrally funded resources in their previous setting, the continuation of this support will be negotiated with the appropriate member of the LA to ensure their needs can be met.</p> <p>Any variation to the above will need to be agreed by The Excalibur Academies Trust Directors.</p>
Who is who?	<p>Class teachers have the responsibility for the achievement and progress of all children in their class.</p> <p>Ms Niki Jones is the Special Needs Coordinator (SENCO). Her role is to monitor and coordinate provision, provide advice and liaise with stakeholders and agencies. Niki Jones is supported in this role by the SENCo for the trust, Sarah Cardy. Our link governor for SEND is the foundation governor, Val Nelson Piercy.</p>

<p>How does St Katharine's Primary School know if my child needs extra help?</p>	<p>We know if a child needs help when:</p> <ul style="list-style-type: none"> • He/She tell us this is the case. • We receive information about this from another school or pre-school setting (when a pupil transfers) • We are aware that he / she is not making appropriate progress • He / she has difficulty accessing learning. • Parents contact us with a concern. <p>'A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:</p> <ul style="list-style-type: none"> • has a significantly greater difficulty in learning than the majority of others of the same age, or • has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions <p>For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers.' (SEN Code of Practice, April 2014)</p> <p>Slow progress and low attainment do not necessarily mean that a child has SEN and should not automatically lead to a pupil being recorded as having SEN. Equally it should not be assumed that attainment in line with chronological age means there is no learning difficulty or disability.</p> <p>We use the WGRSS (Wiltshire Graduated Response to SEND Support) in order to help us assess the extent and specific areas of need. If we feel a child has special needs, we hold a meeting with parents to discuss the situation and the way forward.</p>
<p>What should I do if I think my child may have a special educational need or disability?</p>	<p>We want to work closely with parents. So please do:</p> <ul style="list-style-type: none"> • Contact your child's class teacher who will then arrange a meeting with the class teacher and Niki Jones (SENCo) so we can discuss ways to move forward. • Talk to your child's class teacher at the earliest opportunity by requesting a meeting or at Parents' Evening (3 x annually).

<p>What steps have been taken to prevent pupils with SEND from being treated less favourably than other pupils?</p>	<p>All children are treated as individuals, including those with SEND. We monitor provision and progress carefully in order to ensure that all children can access the curriculum well and achieve. The steps we take to ensure this takes place in terms of academic achievement, the school environment, the curriculum (including trips) etc. are detailed below.</p>
<p>How will I know St Katharine's Primary School supports my child?</p> <p>How will I be involved in discussions about and planning for my child's education?</p>	<p>All children's progress is reviewed throughout the year. Where needed, additional support is provided; this support can be for children with high attainment and/or special needs and disabilities, as well as children who just need a boost in a particular area. These interventions are run by a teacher, Emotional Literacy Support Advisor (ELSA) or teaching assistant; we aim to make interventions class-based wherever possible so as not to remove children from other subjects that they enjoy and need. We continue to develop our knowledge of a range of support strategies to enable children to access the curriculum. Our aim is to support children to access what is on offer for all rather than provide an alternative task. Teachers will also identify children who are at risk of not understanding content by using pre-teaching (maths) to develop confidence and revisit past learning. They may also support children with next day intervention if they have not understood what has been taught and are therefore in danger of not understanding what is coming next.</p> <p>The interventions are regularly reviewed as part of Pupil Progress Meetings in order to ascertain the effectiveness of the provision and to inform future planning. Pupil Progress Meetings take place three times a year and involve discussions between teachers, teaching assistants, Kevin Sandall (deputising principal) and Niki Jones (Principal and SENco). A record of intervention support is kept in yearlong class actions plans and on the school map of provision.</p> <p>Children who are registered as having SEN Support are identified on the school provision map and on the class action plan. These children's needs may also be described where deemed necessary on a One Page Profile. This is a child-centred support plan. ISPs start with a One Page Profile; these detail the child's own thoughts about his / her needs and things that help or hinder their learning and those of the adults closely associated with that child. We hold an initial meeting with parents and school staff to set up the one-page profile, inform them that their child has been placed on the SEND register and detail the support that has been put into place. Parents will be given a copy of the one- page profile.</p> <p>Children and their parents are central to this process; the child will be given input and be helped to take control of his / her learning. Our open door policy means that if parents wish to ask about the progress of their child, including the progress records on the in-house data tracking system (DC pro) they may do so.</p>

	<p>If it is agreed as part of the meeting with parents that we will involve outside agencies in the support of the child, parents will be kept informed about the dates of the visits; they will receive a report and an opportunity to discuss the ways forward.</p>
<p>How will I know how my child is doing?</p>	<p>At the end of Term 4, all parents receive an annual report which outlines attitude to learning, progress made and attainment gained compared to expectation.</p> <p>Parents of children on the SEND register will meet with the class teacher and SEND lead (if necessary) 3 x annually. Teachers recognise the need for parents of children with SEND to have enough time for meaningful discussion and this is taken into consideration when booking meetings.</p> <p>If children have more significant needs, no longer able to be supported by the actions identified on the provision map, the school will apply to the local authority for an Education, Health and Care Plan (EHCP). If granted, this plan will link external agencies together as part of a coordinated approach to pupil support and care. As part of the EHCP, we will hold an annual review – a joint meeting between parents and agencies supporting the child.</p>
<p>How will the curriculum be matched to my child's needs?</p>	<p>High quality teaching, adapted to meet the needs of individual pupils is our first step in supporting pupils who have or may have SEND.</p> <p>Our teachers use assessment to set outcomes which are challenging but achievable for pupils with special needs. We plan lessons according to the specific needs of all groups of children in our class, so that any barriers, inhibiting any child from achieving, are broken down. Lessons at St Katharine's Primary School are designed to have high expectations of all learners, children are encouraged to find their personal 'challenge zone' and to make sure their work does not put them into 'comfort zone' or 'danger zone' (purple learners).</p> <p>We deliver high quality teaching that is differentiated and personalised so that we meet your child's individual needs. Specific resources and strategies are used to support children both individually and in groups. Teachers check work and provide feedback according to our feedback policy.</p> <p>Classroom environments are stimulating as well as supportive; they are well-resourced to meet the needs of children with different learning styles. Teaching assistants support the work of children throughout the class; this allows both the class teacher and the teaching assistants to work with children as part of a small group focus. If appropriate, specialist equipment will be provided for individual children e.g. pencil grips, reading rulers, visual timetables, adapted scissors etc.</p> <p>Class teachers are responsible and accountable for the curriculum as well as the progress and development of the pupils in their class; this includes times when pupils access support from teaching assistants or specialist staff.</p>

	<p>Our SEND link governor is responsible for monitoring the quality of SEND provision and reporting back to the local governing body (LGB).</p>
<p>How will you help me to support my child's learning?</p>	<p>We encourage parents to work with us to support their children at home. The following opportunities are available for parents:</p> <ul style="list-style-type: none"> • Planning meetings involving parents and staff (for details, see above) • Review meetings – parents of SEND children are actively encouraged to attend 3 x yearly. • Daily communication in a home/school diary (reception and KS1) • An open door policy, facilitating discussion with teachers, teaching assistants, Niki Jones SENco and external agencies where appropriate. • Family learning workshop sessions and open classroom events; these include information sessions for parents on key aspects of learning and school life. • Access to school resources for use at home as well as at school, including TTRockStars for times-tables. • Homework support – see Homework Policy • Parents Evenings • Reports from outside agencies and opportunities to discuss any recommendations • Signposting to outside agency support for a range of issues. <p>If your child has an Education, Health and Care Plan (EHCP) these may be linked with an individual budget.</p>
<p>What support will there be for my child's overall well-being?</p>	<p>Support that is always available:</p> <ul style="list-style-type: none"> • The school operates a positive behaviour ethos (as outlined in our Behaviour Policy). • Children are trained to use the 'High 5's' method of conflict resolution and anti-bullying. • Personal Development education through the curriculum (including health, wellbeing, safety, finance, citizenship) • Staff with the experience and training to support social and emotional issues (2 members of staff are ELSA trained). • A range of clubs, supporting social skills beyond the school day. • SEND policy • An Anti-Bullying Policy • A 'good to talk' room where children are actively encouraged to seek out our ELSA trained staff to support them if there is a problem

	<ul style="list-style-type: none"> • Reflection areas in classrooms where children can articulate concerns to the class teacher. <p>Support we can put in place should the need arise:</p> <ul style="list-style-type: none"> • One –to-one support, as necessary through ELSA trained support staff. • Small group interventions, to include emotional literacy support and the development of social skills • An individual health care plan in liaison with the school nurse and parents • Training e.g. Epipen. • Additional or targeted homework.
<p>How will my child be included in activities outside the classroom, including school trips?</p> <p>How accessible is the school environment?</p>	<p>All children are encouraged to take part in school trips and other activities. Risk assessments are carried out and procedures are put in place to enable all children to participate. If it is deemed that a child needs one to one support, then resources and appropriate provision are allocated. Some children have personalised risk assessments to make sure all adults on visits are aware of the individualised plans for the child.</p> <p>If parents feel there are financial restraints, or if the child is eligible for free school meals, there are procedures in place for Ms Niki Jones (Principal) to discuss these with parents and remit charges, where appropriate – see Charges and Remissions Policy.</p> <p>The governors have identified a member whose role it is to monitor health and safety and safeguarding procedures, keeping it under review to ensure that children with specific needs or disabilities are able to access to our school environment and learn effectively, so they are not treated less favourably than other pupils.</p> <p>When the need is identified the school is proactive in ensuring the site meets the needs of all children in its care; examples of this might be the introduction of a hearing loop (historical), changing facilities and manual handling training or high visibility strips put on steps. We have small numbers of children and as such we do not implement generic changes but work closely with parents and other agencies to ensure our building meets the requirements of the student currently be educated.</p>
<p>How will the school prepare and support my child when joining St Katharine’s Primary School or</p>	<p>All new children have the opportunity to come and visit the school and spend time in their new class. They are given a ‘buddy’ who will continue to support them during the first few weeks of their time in school.</p> <p>If we are aware that a child has special needs, a pre-transition meeting will be arranged with the parents and, with parental permission, discussions will be held with the previous school. If appropriate, further actions will be drawn up as part of a transition plan. Any records from the previous school will be reviewed by class teachers and actions taken as necessary in order to facilitate a good transition period into school.</p>

<p>transferring to a new school?</p>	<p>Ms Niki Jones (Principal) will meet with parents, alongside the class teacher, after the first four weeks to discuss how well the child has settled into school so that she can ensure that the child is happy and able to make good progress and that the parents also feel happy and informed.</p> <p>If a child from St Katharine's is transferring to another school, we will send all SEND records onto the new school. Children who are moving on to St John's, Marlborough and Pewsey Vale are visited by members of staff prior to transition; we provide opportunities for staff at St Katharine's to talk to staff from St John's and Pewsey Vale about specific needs and provision. There are opportunities to provide extra transition visits to St John's and this can be done on a 1:1 basis with a member of staff from St Katharine's, if needed. We also communicate transition needs to any other secondary schools as needed.</p> <p>Transition reviews (in preparation for secondary school) are held as part of the EHCP My Plan. Parents, staff from the secondary school and professionals involved in the support of the child, are invited to this meeting in order to plan a successful transition.</p>
<p>How are the school's resources allocated and matched to children's special educational needs?</p>	<p>We have a dedicated budget, which we use to provide effective provision for children with SEND. We allocate resources and deploy members of staff according to individual need. If additional members of staff are needed, the Principal will approach the trust for their approval on this matter.</p> <p>Pupil Progress Meetings are held three times a year. This is the time when the principal, teachers, teaching assistants and SENCO review the progress of all children with SEND. We track achievement and progress in detail. As part of Pupil Progress Meetings, we review and evaluate our resources and provision to ensure effective support is maintained for all pupils.</p> <p>Our SEND link governor conducts monitoring visits in school to look at SEND provision.</p>
<p>What training do staff receive on supporting children with SEN? How is this evaluated /</p>	<p>St Katharine's Primary School has employed teachers who are fully qualified. However, as part of the teacher appraisal system, if an additional need is identified, further training is provided. Furthermore, if we unexpectedly receive a pupil for whom further specialist training is needed (e.g. Speech and Language or Autism), training is provided.</p> <p>Teacher and TA performance is evaluated as part of the on-going performance management system.</p> <p>We have a link with Rowdeford Specialist School (Devizes) and have visiting specialists who advise and train our staff each year. There is also specialist SEND training provided each year from the trust – attended by key staff from St Katharine's and then disseminated through the staff team.</p>

updated?				
What type and how many complaints did you receive last year? How were they resolved?	No complaints were received in 2018 - 2019. If you have any concerns about the SEND provision for your child, please do talk to your child's class teacher. Hopefully concerns can be resolved at this stage. However, if not please see Ms Niki Jones (SENCO and Principal). If you are still not satisfied please refer to the Complaints Policy, available on the school website or from the school office.			
What specialist services and expertise are available at or accessed by the school?	Communication & Interaction	Cognition and learning	Social, mental and emotional health	Sensory and/or physical
	<ul style="list-style-type: none"> • Speech and language • Behaviour Support • Educational Psychologist • Paediatrician 	<ul style="list-style-type: none"> • EMAS (Ethnic Minority Achievement Service) • SSENS (Specialist Special Educational Needs Service) 	<ul style="list-style-type: none"> • CAMHS (Child and Adolescent Mental Health Service) • School Nurse • Social Care • Children's Centre • Family support worker 	<ul style="list-style-type: none"> • Occupational therapy • School nurse
What training have staff supporting children and young people with SEND had or are having?	<ul style="list-style-type: none"> • SALT • Autism awareness and strategies 	<ul style="list-style-type: none"> • Wesford (literacy) • Sound Discovery (phonics) • Numbers count • Numicom • Dyslexia • Precision Teaching • Paired Reading 	<ul style="list-style-type: none"> • PSHE • ELSA 	<ul style="list-style-type: none"> • SPARKs (via GRSS) • First aid training • Paediatric first aid

What is a Local Offer?

From September 2014, every local authority will be expected to publish a Local Offer - clear, accurate and accessible

information on all services relating to young people with SEN or disability. This offer is available on the council's website and will include contact details of support services for parents.

Who can I contact for further information?

Children with every type of need are well supported at our school and we make every effort to ensure that every child in our school makes good progress and is well prepared in their progress towards adulthood. We hope the above information has answered any questions that you might have but do not hesitate to contact school if you have any further questions. Your child's class teacher or Ms Niki Jones (SENco and Principal) will be very happy to help.