



## **St Teresa's Catholic Academy**

### **SEND Information Report 2020**

#### **SEND Code of Practice**

The SEND Code of Practice requires schools to publish information on their websites about the implementation of the governing body's policy for pupils with SEN. The information published should be updated annually. At St Teresa's Catholic Academy we publish this report annually in July. This document is the **SEND Information Report 2020**.

The school also produces a **SEND Policy**; this was reviewed in September 2020 and can be found on the school website.

Additionally the school's contribution to the local authority **Local Offer** can be found on:

<https://directory.wokingham.gov.uk/kb5/workingham/directory/results.action?qt=st+teresas&term=RG40+4LU&familieschannel=311&sorttype=distance>

The **Wokingham Local Authority Local Offer** describing support and services which are available to children and young people who have SEND can be found on: <http://www.wokingham.gov.uk/local-offer-for-0-25-year-olds-with-additional-needs/>

#### **Introduction**

At St. Teresa's Catholic Academy we welcome everybody into our community. The staff, governors, pupils and parents work together to make our school a happy, welcoming place.

It is our priority that every single one of our pupils is safe, happy and successful whilst in school and develops the essential life skills to ensure the same in their future lives. We create opportunities to develop independence, confidence and collaboration, recognising that everyone has their own unique talents.

Our SEND provision allows pupils with learning difficulties the opportunity to follow a curriculum specifically tailored to develop life skills and to give pupils self-confidence through their learning thus enabling them to maximize their potential and to work independently.

We are committed to narrowing the attainment gap between SEND and non-SEND pupils. This may include short-term intervention learning programmes, before and after school skills groups and other learning interventions developed to personalise learning.

## **Contacts and responsibility**

**Governor for SEND**

**Anne Marie Eden**

**Head teacher**

**Nikki Peters**

**Inclusion Leader/SENco**

**Liz Jones**

The SENco is responsible for the implementation of the SEND policy, supporting other members of staff where and when necessary. She will liaise with parents and relevant outside agencies, Medical and Psychology Services. She co-ordinates staff and resources to support children with SEND. Additionally she will attend and cascade appropriate in- service training in order to meet new developments in policy and practice. The SENCo is also responsible for overseeing the maintenance of the Special Needs Register.

## **The kinds of special needs for which provision is made at the school**

We refer to the term “Special Educational Needs” if a child:

a. Has significantly greater difficulty in learning than the majority of children of his or her age in one or more areas of learning.

b. Has a disability which either prevents or hinders him or her from making use of educational facilities of a kind generally provided in schools within the area of the Local Authority concerned for children of similar age.

### **The difficulty or disability may relate to:**

- communication and interaction
- cognition and learning
- behavioural emotional and social development
- sensory or physical conditions

**Special Educational Provision** is that which is additional to or different from that which is made generally for most children in school.

**Assessment** is an ongoing core process throughout the school. It is a check that each child is making adequate progress against the national expectations set for each year group from Foundation through to Year 6.

If a child is not making the expected progress, then we identify a need and determine the reasons why.

**Adequate progress** is defined as that which:

- closes the attainment gap between the child and children of a similar age
- prevents the attainment gap growing wider
- is similar to that of peers starting from the same attainment baseline, but less than the majority of their peers
- matches or is better than the previous rate of progress
- ensures that a child has full access to the curriculum in line with their peers
- demonstrates an improvement in self-help, social or personal skills
- demonstrates improvement in a child’s behaviour allowing them to be receptive to learning.

## **Assessment and identification**

- The school promotes a **graduated approach** to assessing, identifying and providing for pupils' special educational needs. This approach follows a model of action and intervention to help children make progress and successfully access the curriculum. It recognizes that there is a continuum of SEN and that where necessary increasing specialist expertise should be involved to address any difficulties a child may be experiencing.
- Throughout the Early Years Foundation Stage, Key Stage 1 and Key Stage 2 the children are assessed against nationally set criteria to check their progress across all areas of learning / subjects. It is through this process that children who are not making expected progress are highlighted. Teachers and Support Staff play a vital role in raising concerns about other barriers to learning, such as behavioural, social and emotional matters.
- A rigorous assessment procedure including termly progress and provision mapping is used to track children's progress. If a child fails to make expected progress the next stage would be to move to the use of school intervention and/or outside agency involvement for the identification, assessment and recording of children's learning difficulties. We incorporate these procedures into our normal working practice.
- Following assessment and staff consultation a child's special needs are identified and the needs are recorded on the SEND Register.
- A SEN Support Plan is devised in collaboration with the parent and child.
- Teachers are supported by specialists from outside school who meet with parents and school staff for review meetings at least annually, in addition to parental meetings.

**Class Teachers** have responsibility for enabling all pupils to learn.

To achieve this they:

- plan appropriate work / activities for their pupils
- ensure that support is available for all children
- differentiate the curriculum to take account of different learning styles, interests, abilities
- ensure that all children can be included in tasks / activities
- monitor individual progress
- celebrate achievement
- identify those children who require additional or different support in order to make progress
- set targets and discuss these with parents and pupils

### **Support Staff**

- through 'quality first' teaching, support the teachers in enabling all children to have access to the teacher
- support the teachers in enabling children with SEND to have access to an appropriate curriculum
- encourage and promote independence in the children
- liaise with the Class Teacher
- help to prepare resources and adapt materials
- lead interventions to close the gap for children experiencing difficulty
- Promote the inclusion of all children in all aspects of life at school.

## **Intervention**

Intervention is carried out by the school and is 'additional to or different from' the usual differentiated curriculum. It can take the form of:

- using different learning materials in the classroom
- making reasonable adjustments within the physical environment
- making reasonable adjustments to routines
- support staff in the classroom

- a more focused level of support in a small group withdrawn from the class
- focused work to be completed at home

Our inclusive approach to provision means that the majority of pupils have their needs met by planning, that is used across the school to ensure that all lessons are appropriately differentiated. The school adopts a flexible approach to provision in order that a child's individual needs can be met.

The support provided usually falls into one of the following categories:

- Direct or indirect support in the classroom
- Focused support outside of the classroom

We encourage emphasis being placed on learning within the normal peer groups. Although the needs of the pupils are considered individually they may not necessarily be supported individually.

### **Working with other professionals and practitioners**

We have access to a wide range of external services to support our children. In discussion with parents and children we ask for their support.

#### **External agencies:**

- act in an advisory capacity to refine targets set by the school
- extend the expertise of the teaching staff
- provide additional assessment
- be involved in supporting the child directly
- suggest that a statutory assessment is advisable
- consult with all parties involved with the child

#### **Agencies available to support:**

- Educational psychologist
- VCES (Vulnerable Children's Education Service)
- LSS (Learning Support Service)
- SLT (Speech and Language Therapist)
- OT (Occupational Therapist)
- Physiotherapist
- Sensory Consortium
- CAMHS (Child and adolescent mental health service)
- EAL (English as an additional language)
- Disabled child team
- EWO (Educational Welfare officer)
- School nurse
- Daisy's Dream (Bereavement and Pre-Bereavement counselling)
- Home School Liaison
- Early Years Advisor
- Adoption Support
- Family Link worker
- Parent Partnership Service
- Traveller Education Service

### **EHCP (Education, Health and Care Plan)**

The majority of children with SEN or disabilities will have their needs met within our school. However, some children may require an EHC needs assessment in order for the local authority to decide whether it needs to make provision in accordance with an EHC plan. The school has supported a child and parents through this process this year.

When a child is demonstrating a significant cause for concern or their learning need is more complex and persistent than can be met by the interventions already put in place statutory assessment will be considered. The EHC Plan incorporates all information about the child from birth to 25. All parties, including health and other agencies involved with the child contribute to this plan. If a Statutory Assessment is required the school, in consultation with the child, parents and outside agencies, will submit reports for consideration by the Local Authority's Provision Panel. The request is made to the Local Authority (LA), which in our case is Wokingham.

The Local Authority will need to have:

- information about the child's progress over time
- documentation in relation to the special educational need
- details of action taken by the school to meet the child's special educational needs
- particulars of any special resources or arrangements put in place.

This information includes where relevant:-

- SEN Support plans and targets for the child
- records of regular reviews and their outcomes
- health reports, including medical history where relevant
- national assessment levels and reports or records of progress compiled by the teachers
- educational and other assessments, for example from an advisory teacher or an Educational Psychologist
- reports from other professionals involved with the child (Social Services, Educational Welfare services, Health and Education services).

The views of the parent and child are sought. The process is defined by a specific timescale and statutory procedures.

### **Transitions**

Transition is ever present in our planning for pupils as we are constantly aware of the skills pupils will need in order to access the next part of their learning. When that learning is to take place in a new setting or phase, transition planning for this is a key task. We help to prepare all pupils for the next stage in their learning by arranging visits to their next setting to familiarise them with a new environment and to meet with key members of staff (class teachers, Head of Year).

For pupils with special educational needs we will arrange:

- Additional meetings for the parents and child with the new teacher
- Additional visits to the classroom environment
- Opportunities to take photographs of key people and places in order to make a transition booklet

- Transition reviews for Year 6 pupils are held, where possible, in the summer term of Year 5 or the autumn term of Year 6. Additional transition arrangements may be made at these reviews e.g. extra visits, travel arrangements, training etc

### **Staff expertise and training**

Our teachers have a breadth of experience when teaching children with SEN. Teachers discuss their training as part of the appraisal process, and training is provided on an individual basis or through staff meetings and inset days. We can also access training provided in groups or bespoke training from Wokingham's Educational Psychology Service. We meet with our Educational Psychologist to plan our training needs on a termly basis. Through our school cluster group, we can identify training needs and plan training in a cost effective way, as well as using our cluster meetings as a professional forum to share expertise across schools.

Examples of training staff have received this year include Autism (through CAMHS), Team-teach (managing conflict), Speech and Language training for LSAs and Sensory Consortium Training.

We are committed to the ongoing development of staff. Our SENCo has previously undertaken the National Award for Special Educational Needs Co-ordination (postgraduate course). A number of our LSAs have achieved their NVQ Level 3 and NVQ Level 4. A member of staff in the inclusion Team has achieved an Advanced Diploma in SEND.

### **Social and emotional development of our pupils**

The well being of all our pupils is our primary concern at St Teresa's. They are supported with their social and emotional development throughout the school day, through the curriculum and explicitly through our distinctive ethos and values.

Members of staff and the inclusion team are readily available for pupils and parents who wish to discuss issues and concerns. As part of our review process for children with SEN support plans or EHC Plans we will discuss their views and concerns.

The school offers pastoral support for pupils encountering emotional difficulties. This may include nurture, social communication groups, one to one support, special arrangements for playtimes, time out cards, feelings charts or referral to external agencies.

The well being of our pupils is supported by a Behaviour Policy, which includes guidance on expectations, rewards and sanctions.

We regularly monitor attendance, supporting pupils returning to school after absence with the aim of avoiding long-term absence.

### **Complaints**

We hope that complaints about SEND provision will be rare; however, if there should be a concern about the provision being made initially they should contact Liz Jones, SENCo. If this does not resolve the situation they should contact Nikki Peters, Head teacher.

