# SEND Information Report

# 2023-24

## St Edmund Campion

Part of Our Lady of Lourdes Multi-Academy Trust

OUR LADY OF LOURDES
CATHOLIC MULTI-ACADEMY TRUST

## Hand in hand with Jesus Christ, we live, love and learn together

Welcome to St Edmund Campion a Catholic Voluntary Academy's School SEN Information Report, which is shared as part of our statutory duty within the Special Educational Needs & Disabilities Regulations (2014).

The SEND Information Report contains information on how St Edmund Campion School implements policy with regard to students with Special Educational Needs and Disabilities (SEND). This is published online to meet governing body requirements, set out in the SEN Code of Practice (2015).

The information in this report is for the benefit of students with SEND, their families and our school colleagues; and advises on our graduated response to SEND as well as advice on how to access local information and support services.

**Document Control**

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| **Date Issued** | February 2024 |
| **Governors' Committee Responsible**: | St Edmund Campion Governors |
| **School SEND Governor Lead**: | Kate Coppinger |
| **Nominated Lead Member of Staff**: | Ellyn Vyse & Emily Richmond |
| **Status & Review Cycle:** | Statutory Annual |
| **Next Review Date:** | September 2024 |
| **Author** | Ellyn Vyse and Emily Richmond |

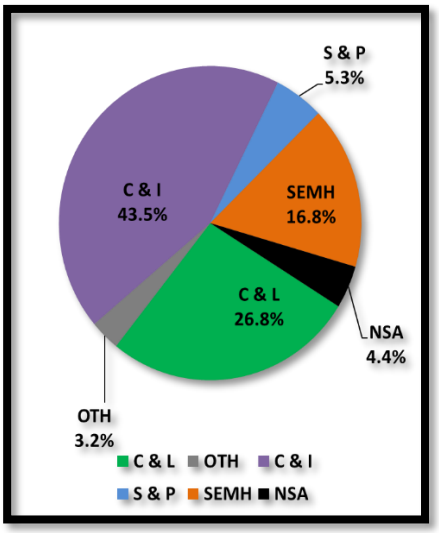
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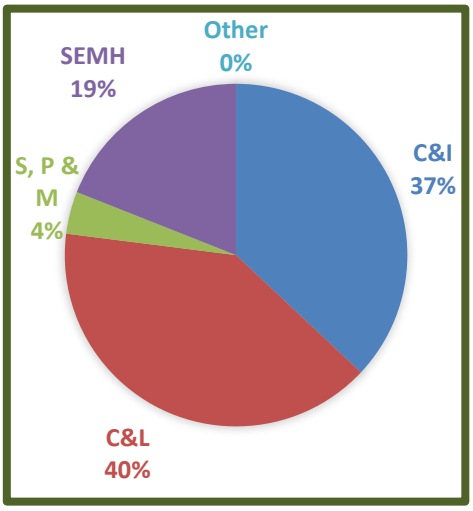
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**St Edmund Campion's SEND Profile in comparison with data from the Department for Education (DfE) January 2022 Census**

**National Primary Phase**




**St Edmund Campion**




**Key:** Communication and Interaction (C&I), Cognition and Learning (C&L), Sensory, Physical and Medical (S,P&M), Social Emotional and Mental Health (SEMH), Other Difficulty/ Disability (Oth), No Specialist Assessment of Type of Need (NSA)

**Data Source: DfE, July 2022** **SEC Data Date: February 2024**

This comparative data comes from the Special Educational Needs in England 2022 January Census. It states that there are 9,000,031 pupils on roll nationality in all phrases (both primary and secondary). A total of 1,485,409 pupils have a special educational need, which equates to 16.6%.

At St Edmund Campion Catholic Academy, **14.45%** of our school population are identified as having SEND that are categorised under SEND Support **(7.2%)** and SEND Monitor **(6.5%).**

| | Number | % of SEC roll |
|---|---|---|
| Students who have an EHC Plan | 3 | 0.75% |
| Students identified as SEND Support | 29 | 7.2% |
| Students identified as SEND Monitor | 26 | 6.5% |

(Data accurate as of 13th April 2023)

2. **What kinds of special educational needs does St Edmund Campion make provision for?**

We aim to provide every pupil with access to a broad and balanced education. This includes the National Curriculum in line with the Special Educational Needs Code of Practice. We believe that provision for pupils with special educational needs is the responsibility of the whole school community requiring a whole school response.

Our work is guided by

- The Children and Families Act 2014 and
- The Special Educational Needs Code of Practice 2014

We provide an inclusive learning environment to students with a diverse range of needs. We make provision for students with a range of SEND shown in the table below:

| Category of Need | Examples of SEND within category |
|---|---|
| Cognition and Learning | • Specific Learning Difficulties (Dyslexia, Dyscalculia and DCD)<br>• Moderate Learning Difficulties |
| Communication and Interaction | • Speech Language and Communication Needs<br>• Autistic Spectrum Disorders |
| Physical, Sensory and Medical | • Physical Disability<br>• Visual Impairment<br>• Hearing Impairment |
| Social, Emotional and Mental Health | • Attention Deficit Hyperactivity Disorder (ADHD)<br>• Attention Deficit Disorder (ADD)<br>• Tourette Syndrome<br>• Anxiety |

**2. How does St Edmund Campion know if pupils need extra help and what should I do if I think that my child may have special educational needs?**

At St Edmund Campion we have adopted a whole-school approach to Special Educational Needs policy and practice. As far as is practicable, pupils identified as having Special Educational Needs are fully integrated into mainstream classes. All teachers are responsible for identifying pupils with Special Educational Needs and, in collaboration with the Special Educational Needs and Disabilities Coordinator will seek to ensure that those pupils requiring different or additional support are identified as early as possible.

Information is gathered on transition into the school through contact with parents/carers, education, health and care services.

Pupils who are identified, through discussions with teachers and parents, as working below Age Related Expectations will be monitored on the SEND Monitor List. These pupils can be highlighted through:

- Early Identification
- Data Analysis
- Teacher Assessment
- Book Looks
- Pupil Progress Meetings
- Initial contact with parents e.g. termly parent's consultations

If a pupil is presenting with possible dyslexic or dyscalculia traits, we use the following assessments. Discussions with parents are held prior to these assessments taking place:

**Dyslexia Portfolio**

The Portfolio comprises nine short tests which provide a detailed profile of a student's literacy, processing and memory skills. This individual screening tool provides a profile of strengths and weaknesses, helping teachers identify particular areas of difficulty in literacy learning. This knowledge can then be used to support the pupils learning.

The Portfolio comes with an online Report Generation Tool. Teachers input raw scores and a narrative report is produced instantly, complete with Standard Age Scores and recommendations for appropriate support and intervention. A comprehensive parent/carer report is also available to help support communication with parents and carers. In order for a Dyslexia Index

to be created a general ability score needs to be submitted from another assessment. We use the pupils Star Reader test for this.

**Dyscalculia Screener**

Suitable for specialist and non-specialist teachers to screen entire year groups or individual pupils who show difficulty with numbers and arithmetic calculation, this screener distinguishes between those who have poor maths ability and those with dyscalculic tendencies.

The assessment gauges pupils' abilities to understand number size and simple addition and multiplication. Strengths and weaknesses are revealed, with Standard Age Scores provided as well as recommendations for further assessment.

In the first instance, parents/carers should contact the pupils' class teacher if they have concerns about their child. Parents/carers can also contact the SENDCos by phone or email, addressing the message FAO. Mrs Edwards/ Mrs Vyse. The SENDCos will reply as soon as is possible.

Contact details:

Email: office@st-edmundcampion.notts.sch.uk

Telephone: 0115 9147889

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

In order to make consistent continuous progress in relation to SEND provision the school encourages feedback from staff, parents and pupils throughout the year. Pupil, staff and parent voice is used as part of the quality assurance process.

Pupil progress will provide evidence for the success of the Special Educational Needs policy and this will be analysed carefully through:

- Pupil Progress Meetings.
- Consideration of each pupil's provision
- Use of standardised tests.
- Evidence generated from review meetings.
- Book looks carried out by the SENCOs, SLT and SEND governor.
- Use of other assessment tools, such as B2 Progression Steps

Pupil progress will be monitored on a termly basis in line with the SEND Code of Practice.

Provision mapping will be used to plan, monitor, review and evaluate interventions used to support pupils. Information from provision management will be used to identify how effective provision is in enabling pupils to achieve academic and wider outcomes.

There is an annual formal evaluation of the effectiveness of the school SEND provision and policy. The evaluation is carried out by the SENDCo and Head teacher. Information is gathered from different sources including pupil and parent surveys, teacher and staff surveys, parent's evenings, consultation evening and feedback through review meetings. This will be collated and published by the Governing Body on an annual basis in accordance with section 69 of the Children and Families Act 2014.

Evidence collected will help inform school development and improvement planning.

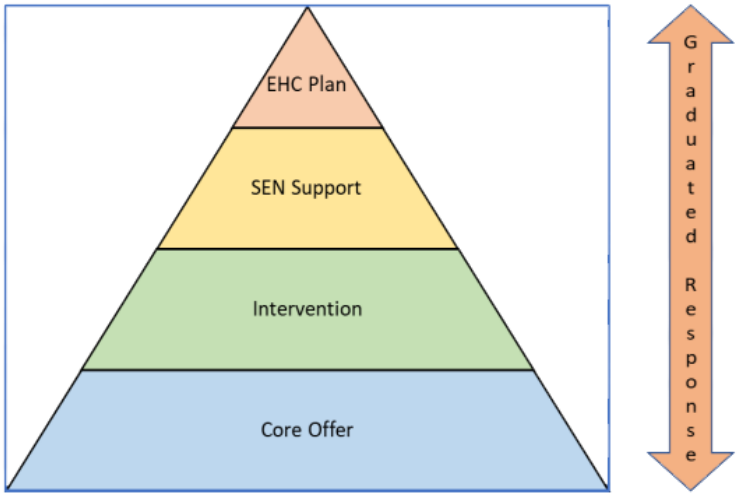
Parents are kept up to date with their child's progress through progress reports, parent's evenings, provision map reviews, Child and Family Assessment (CAF) reviews and team around the child meetings.

Reviews will be undertaken three times an academic year, in line with agreed dates. The review process will evaluate the impact of any interventions and make necessary adjustments. The views of parents/carers and the pupil are central to planning future provision and will be sought in the most appropriate manner.

Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

**3.b) What is the school's approach to teaching pupils with special educational needs?**

St Edmund Campion is committed to its duty for early identification of SEND as set out in the Our Lady of Lourdes SEND Policy. We follow a graduated response to SEND which is set out below:




**Core Offer:**

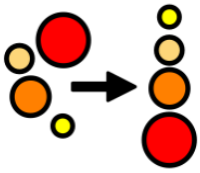
The Core Offer is what St Edmund Campion School provides all students within the classroom.

> *'Pupils at this school receive an exceptional standard of education. Teachers expect pupils to achieve highly, and they do. Pupils are exceedingly well motivated and very keen to learn… Pupils show confidence and enthusiasm in their learning.'*
>
> Ofsted Inspection Report: January 2020

St Edmund Campion is a high performing school that is based on developing children's curiosity and an exciting, knowledge –rich curriculum. We provide children with an environment and experiences that helps them to thrive and understand that their learning has no limits. At the heart of St Edmund Campion is an absolute belief in the ability of every student to shine- no matter what their background, ability or character. We combine the traditional values of discipline, respect and good behaviour with contemporary best practice in teaching, learning and technology.

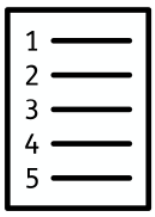
We want every child to be the best they can be. We focus on the development of our students as individuals and guide them to develop socially, physically, intellectually, emotionally, personally and spiritually.

We endeavour to meet the needs of all pupils through Quality First Teaching strategies. These include but are not limited to:



**Clearly Sequenced Curriculum**

If taught in a logical sequential way, a progressive and cumulative curriculum is the most effective resource to support all learners, including those who are disadvantaged or have SEND




**Retrieval Practice**

A strategy designed to recall and remember information. Often termed 'low stakes testing', these can take the form of quizzes, flashcards, clickers and multiple choice questions.



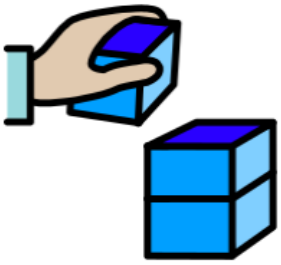
**Concrete Examples**

For many learners, including those with SEND, understanding abstract concepts and ideas are difficult to comprehend, therefore concrete example using visuals and other sensory stimuli, as well as real- life examples, will help understanding.



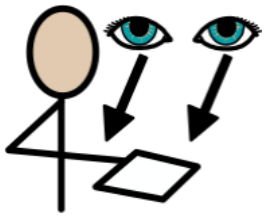

**Explicit Teaching of New Vocabulary**

It is essential that time is taken to ensure the explicit teaching of new vocabulary and key words- even if they have been previously covered. When teaching new vocabulary pupils will read it, explore its origins, understand it, see it in different contexts and use it.



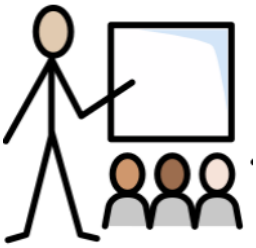
**Chunking Content**

When information is new to learners, the best way for them to process this is in small, manageable bites or chunks, due to limits in working memory. Chunks can get bigger over time but allows pupils to master learning before moving on.



**Modelling**

As with babies tasking their first steps, learners moving towards independence need the guidance of the teacher to be shown the way. Modelling and worked examples of 'what a good one looks like' offers the prompts and support needed. E.g. I do, We do, You do.



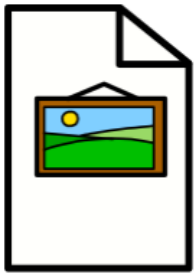
**Pre-Teaching and Over- Learning**

Where pupils struggle with new content pre-teaching introduces new vocab and ideas based on what they already know, whilst over-learning offers regular review and recall.



**Effective Questionning**

Question starters should begin with *what, where, why, how.* Bloom's Taxonomy provides a range of question stems that can be used to draw out knowledge and understanding.



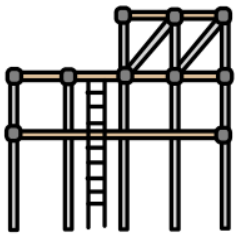
**Dual Coding**

When learning new material, our short-term memory is limited and this impacts our attentions and cognitive load, Presenting information through both words and images helps new learning and retrieval. Examples include infographics, diagrams, sketch notes etc.



**Feedback**

Feedback opens the lesson with clear aims and objectives, it is used throughout the lesson to acknowledge correct understanding or address misconceptions and is used on completion of work to advise how to improve or build on current knowledge.



**Scaffolding**

Scaffolding offers temporary supports, such as a writing frame, that is gradually removed as the pupil becomes increasingly independent. Scaffolding is commonly considered part of guided practice in explicit instruction.



**Explicit Instruction**

Explicit instruction refers to a range of 'teacher-led' approaches, focused on teacher demonstration followed by guided practice and independent practice. Explicit instruction is not just 'telling' or 'transmission teaching'. It usually begins with detailed teacher explanations, followed by extensive practice, later moving on to independent work.



**Technology**

Technology can assist teacher modelling. E.g. they may use a visualizer to model worked examples in English. To increase pupils participation and practice, technology applications such as online quizzes can prove effective. Speech generating apps to enable note-taking and extended writing can be helpful. Technology, as a method to provide feedback to pupils and/or parents/ carers can be effective, especially when the pupil can act on feedback.



**Flexible Grouping**

Flexible grouping describes an in-class approach that see groups formed with an explicit purpose. They focus on a specific learning need and are purposely disbanded when the purpose is met. Allocating temporary groups can allow teacher to set up opportunities for collaborative learning, for example to read and analyse source texts or complete graphic organisers.

*Source: Crossley, Nicola and Hewitt, Des (2021) Inclusion :A Principled Guide for School Leaders: Routledge*

**Intervention:**

Class teachers are at the forefront of our process for identifying students with SEND. If a student is not making expected progress in the classroom, the class teacher may choose to provide some form of intervention within that subject. The SENCOs and Senior Leaders have an oversight of these interventions as they are planned and reviewed in each class at the termly Pupil Progress Meetings.

Emotional Support Interventions are offered to individual or small groups of pupils who require additional support. These can be designed and delivered to support pupils who may be experiencing friendship issues, low self-esteem, low attendance, bereavement, parental separation and others. Our team consists of:

| | |
|---|---|
| Mrs A Bradshaw | Education Welfare Officer |
| Mrs E Vyse | SENDCO and Emotional Literacy Support Assistant |
| Mrs E Richmond | SENDCO |
| Mrs A Marshall | Emotional Literacy Support Assistant |
| Mrs P Novakova | Emotional Literacy Support Assistant |
| Mrs C Radford | School Counsellor |
| Mrs B Woolley | Pupil Premium Lead |
| Mrs R Day | Mental Health First Aider and Lead Teaching Assistant |
| Mrs N Pearce | Music Lead and Music Therapist |
| Xanthea Heynes | School Allotment Gardener |

**SEN Support:**

*6.15 A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.'*

*Special Educational Needs Code of Practice (2015)*

If your child continues to show difficulty in making progress across the curriculum, in spite of the Quality First Teaching strategies and reasonable adjustments set out in the core offer and interventions, then they may be provided with SEND Support. SEND Support also includes children with a formal diagnosis.

At this stage, teachers will be asked to share their views on your child's progress, engagement, strengths and areas of development. You will be invited in to meet with the class teacher, SENDCOs and, if needed, Head Teacher to discuss the provision in place for your child and develop a team around the child approach to identifying and supporting need.

You will then be invited to a meeting to discuss these views. At the end of this meeting, either:

1. We will identify a specific need which requires additional or different provision for your child. Any specific interventions will be identified and your child will be placed on the Special Educational Needs Register.

2. Your child will not be placed on the SEND Register but there will be further recommendations shared for you, your child and/or their teachers. This may include further assessments, access to short term interventions or referrals to external support services. Your child may be placed on the SEND Monitoring List.

SEND support follows the assess, plan, do and review cycle.




**Assess** – Progress data, additional information and the views of the student, caregivers and school colleagues will be used to find any barriers that may be preventing progress in school.

**Plan** – Any SEN Support provision will be identified and agreed based on the views of the student, caregivers and school colleagues. The views of external professionals will be sought where involved.

**Do** – The SEN Support Provision will be implemented. Class teachers will be responsible for the implementation of provision in their classrooms. The SENCos will be responsible for provision delivered away from the classroom.

**Review** – This will explore how successful the SEN Support provision has been in meeting the needs of the student and whether any adjustments need to be made. Again, the views of the student, caregivers and school colleagues will be sought.

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

A minimum of three SEND Reviews will take place per academic year. These will normally take place once per term. If the review shows a student is making good progress, it may be agreed the SEN support and provision is not needed. Other students may require SEN Support for a longer period of time.

**EHC Plan:**

On occasion, the Special Educational Needs of a student require provision which is significantly additional to or different from that which is normally available in the school setting. If this is the case, an EHC needs assessment from the local authority may be discussed. Most children and young people with SEND will have their needs met in local mainstream settings and will not require an EHC Plan.

Whilst Caregivers can request an EHC Plan, it would be appropriate to discuss this with the SENCo to ensure that sufficient evidence of need exists. For this purpose, the following is considered:

- Academic attainment and rates of progress
- Information about the nature, extent and context of a student's SEN
- SEND Reviews of provision which has been available to the student in school.
- Whether gains by the student could be made without significant support which is above what is normally available.
- Evidence of the student's physical, emotional and social development and health needs — this will include evidence from health professionals.
- Evidence of what has been done by health professionals and other agencies to meet the students needs.

Further questions on the EHC Process can be found for each local authority below:

**Nottinghamshire:**
**https://www.nottshelpyourself.org.uk/kb5/nottinghamshire/directory/site.page?id=lwi8fImwoOY**

**Nottingham City:**
**https://www.asklion.co.uk/kb5/nottingham/directory/advice.page?id=P2eOQyKrnUs**

### 3.c) How will the curriculum and learning be matched to my child's needs?

At St Edmund Campion we strive to provide an effective inclusive learning environment for all our children. We are committed to supporting children to be the best they can be – not by giving them all the same provision and teaching, but by giving them what they need to succeed.

*'Pupils who require additional support to enable them to succeed are given just the right help. This includes pupils with special educational needs and/or disabilities (SEND) and disadvantaged pupils. They are encouraged to be independent whenever possible. The curriculum is carefully adapted to make sure that these pupils achieve highly.'*

Ofsted Inspection Report: January 2020

**Intent**

At St Edmund Campion, our intention for our pupils with Special Educational Need and/or Disabilities (SEND) is to ensure that all children receive a high quality education, regardless of need or disability. We do this by:

- Ensuring early identification and intervention
- All children have access to our ambitious curriculum, which is adapted for children with SEND where necessary.
- Provide an accessible learning environment
- Prepare children for their next stage in life
- Monitor the progress of children with SEND using a child-centred approach
- Provide training for staff
- Work in partnership with parents
- Work closely with external agencies and other professionals to develop provision

**Implementation**

*'Every teacher is a teacher of SEND*
*Every leader is a leader of SEND,*
*Every governor is a governor of SEND'*

Ofsted Framework, 2021

- All pupils, as well as those with SEND, are included in the classroom and access the same curriculum, though this may be through additional support, teaching adaptations and/or scaffold
- Special Educational Needs is not a standalone aspect of our school. It is thread through everything – teaching, learning, staff CPD
- Every staff member has played an active role in enhancing our curriculum with subject leaders supporting, reviewing and analysing termly
- At SEC we thrive to continually enhance our curriculum for our pupils with the expertise of our curriculum advisor Clive Davis

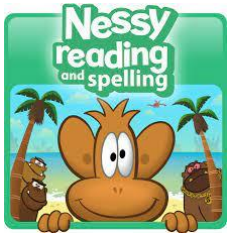
- Driven by the leaders and teaching staff, we have built metacognitive practices into our curriculum, particularly retrieval. This is excellent practice for all learners, particularly those with SEND.
- We deliver our curriculum by empowering the children to be active learners, using techniques such as Isabella Wallace's Talk Less Teaching approach
- We deliver a broad and balanced curriculum for all. We do not narrow the curriculum for our pupils with SEND by simply focusing on core subjects. We ensure that pupils with SEND have the same access to the teaching of foundation subjects too.
- We focus on developing the whole child. We ensure that we provide them with the opportunities to grow holistically. We do this through Forest Schools, performances, music provision, allotment, residential visits and educational visits etc.

## What does provision look like at each stage?

| Core Offer | | | |
|---|---|---|---|
| | | | |
| **Cognition and Learning** | **Communication and Interaction** | **Social, Emotional and Mental Health** | **Sensory and Physical** |
| • Using a mixture of visual, auditory and kinaesthetic activities in lessons<br>• Differentiation curriculum planning and of tasks set in class<br>• Additional resources to scaffold activities<br>• Differentiated delivery<br>• Differentiated outcomes<br>• Teachers differentiated questioning<br>• Teacher or TA support group<br>• Practical resources<br>• Increased visual aids e.g keywords and knowledge mats<br>• Use of writing frames<br>• Use of technology to support<br>• Whole class visual timetable | • The classroom environment supports learning through models, images and a range of visuals and key vocabulary<br>• Pupils are given extra take-up time for responses to questions or contributions to group discussions<br>• Talk partners<br>• Vocabulary rich classroom<br>• Use of open and closed questions to support interactions<br>• Use of no hands up policy to encourage children to be active in sessions<br>• Use of high quality texts - vocabulary | • Access to whole school universal mental health provision i.e. mindfulness<br>• Positive praise<br>• Whole school house teams promoting learning behaviour<br>• Class based rewards i.e. Achiever of the Week/ Term<br>• Celebration Assemblies<br>• Play Leaders<br>• Weekly liturgies<br>• Comprehensive RE curriculum<br>• Comprehensive RSHE curriculum<br>• Comprehensive PSHE curriculum | • Seating plans in all classrooms taking into account physical and sensory needs<br>• Concrete and visual materials and objects of reference to establish concepts and skills<br>• Clear classroom and school routines are supported by visual clues<br>• Uses of technology in classrooms to support recording i.e. talking tins, iPads, laptops and desktops<br>• Suitable lighting<br>• Outdoor area with astro<br>• Comprehensive PE curriculum<br>• Handwriting practice |

| Intervention | | | |
|---|---|---|---|
| **Cognition and Learning** | **Communication and Interaction** | **Social, Emotional and Mental Health** | **Sensory and Physical** |
| • Focus teacher groups/ teaching<br>• Additional phonics or 1:1 reading sessions<br>• Signed up to Nessy Reading and Spelling Online Resource<br>• Additional intervention e.g. spelling<br>• Personal timetable<br>• Now/ Next/ Then boards<br>• Own learning stations<br>• Position in the classroom<br>• Reading overlays<br>• Personalised reward systems<br>• Writing cues/ frames<br>• Visual prompts<br>• Use of technology to support recording, such as Clicker<br>• Precision Teaching intervention e.g. number, timestables, high frequency work<br>• Printed copies of lesson slides<br>• Pre teaching | • Sentence starters<br>• Use colour Semantic strategies to support reading<br>• Talking tins<br>• Rehearing verbal answers<br>• Closed question techniques<br>• Model good use of language<br>• Social games e.g. battleships<br>• Lego Therapy intervention | • Reward chart<br>• Home/ School Diary for communication with parents<br>• Personalised visual timetable<br>• Behaviour cue cards<br>• Calm box/ worry bag<br>• Fidget toys/ wobble cushion<br>• Calm space<br>• Individual support from ELSA<br>• Own work space<br>• Brain breaks/ sensory breaks<br>• Lego Therapy intervention<br>• Special responsibilities e.g. classroom monitor, Eco warrior, prayer monitor, school counsellor<br>• Meet and greets in the morning/ end of the day<br>• Time out cards | • Fidget toy<br>• Modified pens and recording devices such as Clicker<br>• Sensory breaks<br>• Colour of paper used<br>• Colour of background on interactive whiteboard<br>• Pencil grip<br>• Handwriting intervention<br>• Ear defenders<br>• Reading tracker<br>• Finger space aid<br>• Position in the classroom/ on the carpet<br>• Ear defenders<br>• Physical development intervention |

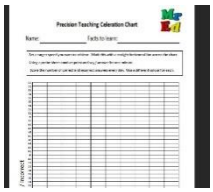
| SEND Support | | | |
|---|---|---|---|
| | | | |
| **Cognition and Learning** | **Communication and Interaction** | **Social, Emotional and Mental Health** | **Sensory and Physical** |
| • Individual provision maps (see appendix 1)<br>• Individual and personalised interventions<br>• Bespoke curriculum<br>• Outside agency support i.e. from Educational Psychologist, Schools and Families Specialist Service. | • 1:1 Speech and Language Therapy from NHS support and/ or private SLT Suzanne Harrigan<br>• Speech and social skills interventions e.g. Lego Therapy, board games.<br>• Schools and Families Specialist Service - Communication and Interaction Team.<br>• Use of Picture Exchange Communication System<br>• Use of object reference or Widgit symbols communication tools | • Personalised behaviour plans/ Reward Charts<br>• Access to School Counsellor or emotional support<br>• Referral to outside agencies e.g. Rushcliffe Primary Social, Emotional and Mental Health Support<br>• Support from Educational Psychologist<br>• Support from Healthy Families Team | • Referral to Occupational Therapy<br>• Referral to Physical Disability Specialist Service (PDSS)<br>• Intimate Care Plans<br>• Individual Risk Assessments<br>• Personal Emergency Evacuation Plans<br>• Care Assistant Support<br>• Technology support e.g. Clicker |




**Nessy**

Nessy Reading & Spelling is an internet-based program developed by a team of specialist teachers and psychologists. Developed for students 5-12 years of age with reading differences such as dyslexia, Nessy is a powerful teaching tool for all students, including English as a second language learners.

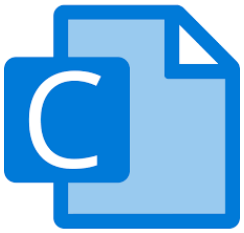
100 independent learning lessons spread over ten engaging islands employ an intensive, multisensory, and sequential method of instruction based on the highly respected and researched Orton-Gillingham approach to reading & spelling. Lessons emphasise phonemic awareness, phonics, blending, sight words, fluency, spelling, vocabulary and comprehension. Each island consists of a series of lessons composed of strategy videos reinforced with games which teach fundamental reading & spelling skills



**Precision Teaching**

Precision teaching is a structured teaching method that's designed to improve the accuracy and fluency of reading, spelling and maths. The main goal of precision teaching is to target and improve specific skills within an intervention.

Precision teaching is often used with children with SEND who might need additional support. It's a highly focused, evidence based intervention. Training on precision teaching can be delivered by an Educational Psychologist. The interventions can then be delivered by a trained individual such as a teacher, SENCo, HLTA or teaching assistant.



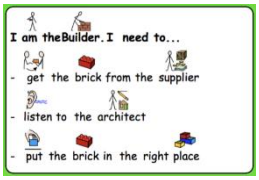
**Clicker**

Clicker is the complete writing solution for the primary classroom, providing every pupil with just the right level of support and challenge.

**Colourful Semantics**




Colourful Semantics is an approach created by Alison Bryan, a Speech and Language Therapist based in the UK. It is a method of teaching children how to understand and build sentences. It is aimed at helping children to develop their grammar, but it is rooted in the meaning of words (semantics).




**Lego Therapy**

LEGO-Based Therapy is a social development program that uses LEGO activities to support the development of a wide range of social skills within a group setting. LEGO-Based Therapy was developed in the mid-1990s by US paediatric neuropsychologist Daniel LeGoff.

**Emotional Literacy Support Assistant (ELSA)**

An ELSA in a school is an Emotional Literacy Support Assistant. There is a recognised ELSA training course aimed specifically at Teaching Assistants in schools. Examples of things covered on the course are social skills, emotions, bereavement, social stories and therapeutic stories, anger management, self-esteem, counselling skills such as solution focus and friendship.



**Picture Exchange Communication System (PECS)**

PECS is a unique alternative/augmentative communication system developed in the USA in 1985. PECS consists of six phases and begins by teaching an individual to give a single picture of a desired item or action to a "communicative partner" who immediately honours the exchange as a request. The system goes on to teach discrimination of pictures and how to put them together in sentences. In the more advanced phases, individuals are taught to use modifiers, answer questions and comment.

The primary goal of PECS is to teach functional communication. Research has shown that some learners using PECS also develop speech.

**Widgit**

Widgit can be used to create visual, communication and learning supports in a web browser using over 20,000 different symbols and 100s of easy-to-use templates to support learners with learning difficulties. It can also provide up to 80 different language transations for supporting learners with EAL.



**3.d) How are decisions made about the type and amount of support my child/young person will receive?**

The Senior Leadership team, including the SENDCos, in collaboration with class teachers will decide the action required to help your child progress. These actions may include:

- Deployment of extra staff to work with your child.
- Provision of alternative learning materials, special equipment and technology.
- Provision of additional adult time in devising interventions and monitoring their effectiveness.
- Staff development and training to undertake more effective strategies.
- Access to LA support services for advice on strategies, equipment, or staff training.
- Bespoke and adaptations to the curriculum

**Funding**

The vast majority of pupils identified as accessing SEN Support receive provision that is funded from the school's overall budget. This is referred to PLACE funding within Nottinghamshire.

Some pupils with SEND may be assessed as requiring additional funding. This additional funding is devolved to and moderated by the Family of Schools, known as Additional Family Need (AFN) Funding. This is banded at Low, Medium and High. The Family of Schools comprises of a secondary school and its feeder primary schools.

The Becket Family of Schools:

St Edmund Campion

The Becket School

For those with the most complex needs, access to additional funding is retained by the local authority, known as High Level Need Funding (HLN). This is banded at HLN 1, HLN 2 and HLN 3. This is accessed through the Family of Schools. The Family SENDCo will refer individual applications to a multi-agency panel, which is administered by the Local Authority, who will

determine whether the level and complexity of need meets the threshold for this funding.

Local Authority:




The Governors will endeavour to ensure that resources are available to support appropriate provision for all pupils requiring it.

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

St Edmund Campion has a wholly inclusive Catholic ethos which all students engage with; this includes opportunities to engage with a range of collective worship activities and liturgies. These acts of worship take place within classes and year groups which all students with SEND are assigned to alongside their peers.

A variety of extra-curricular clubs and activities are available to students. Where necessary, the SENDCos and Senior Leaders will liaise with activity organisers, parents/carers and students to ensure students with SEND have access to extra-curricular activities, trips and residential visits.

Students with SEND at St Edmund Campion have been enabled to:

- Join extra-curricular clubs (including sports)
- Participate in school productions
- Attend residential trips both within the UK and Germany



**Y4 PGL**



**Y6 PGL**



**Y6 The Briars**

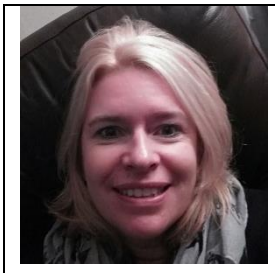


**Y5 Berlin**

St Edmund Campion recognises the importance of all student working alongside one another in the classroom. Every effort is made to support all students with SEND in working with their peers and becoming independent learners within the classroom. Our aim is to ensure that pupils with Special Educational Needs and/or Disabilities take as full a part as possible in all school activities. This will involve liaison between the pupil, family and any external agencies involved with the pupil to endeavour to remove any barriers to experience that may exist.

**3.f) What support will there be for my child/young person's overall well-being?**

Alongside our Catholic ethos, all students (including those with SEND) have access to a comprehensive PSHCE and RSE curriculum. This aims to develop the social and emotional awareness of all our students which in turn contributes to good mental health. Pastoral support is provided through the class teacher and teaching assistants. If a pupil needs additional support in improving their social, emotional or mental health, St Edmund Campion School has a team that can offer additional provision.

<table>
<tr>
<td><br>Claire Radford is our School Counsellor. She comes into school 1.5 days a week</td>
<td><br>Joe and Ruth are out Lay Chaplains</td>
</tr>
<tr>
<td><br>Sarah White is our Mindfulness Teacher</td>
<td><br>Mrs Marshall, Mrs Vyse and Mrs Novakova are our ELSAs</td>
</tr>
<tr>
<td><br>Miss Heynes is our Allotment Gardener</td>
<td><br>Mrs Day is our Mental Health First Aider</td>
</tr>
</table>

If you feel your child would benefit from additional support, please contact your child's class teacher and/ or SENDCo and we will follow the referral system.

The school will seek advice, as appropriate, around individual pupils, from external support services through the appropriate channels e.g. termly Springboard meetings, the Early Help Unit and the Multi-Agency Safeguarding Hub.

Referrals for social support can be arranged if you speak to your child's class teacher and the SENDCo. For more information, please see Schools Documents section on our website.

**4. Who is the school/setting's special educational needs coordinator (SENDCo) and what are their contact details.**



The person responsible for overseeing the provision for pupils with SEND is the Head teacher, Mrs A Blake. She will:

- Work with the SENCO and SEN governor to determine the strategic direction and development of SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

The people coordinating the day to day provision of education for pupils with SEND are the SENDCOs, Mrs J Edwards and Mrs E Vyse. They are responsible for the day to day implementation of the SEND Policy. This includes:

Working with the Head teacher and SEN governor to determine the strategic direction and development of SEN policy and provision in the school to ensure the school meets its responsibilities under the Equality Act 2010 in providing reasonable adjustments and access arrangements.

• The provision of professional guidance to colleagues on matters of SEND

• Working closely with colleagues, parent/carers and external professionals

• Having an awareness of the Local Offer for students with SEND

• Advise and develop the graduated approach to SEND to ensure that students with SEND receive high quality teaching

• Advise and develop the graduated approach to SEND to ensure that students requiring SEND Support receive high quality provision



Mrs Vyse has been a teacher at St Edmund Campion for 7 years and has been SENDCO for 6 years. She completed her National Awards for SEN Coordination in 2019. She is also an ELSA Practitioner. Mrs Vyse leads the Wellbeing Ambassadors at St Edmund Campion. She is an ELSA assistant and is currently completing an NPQL in Behaviour and Culture.

Mrs Richmond has been a teacher at St Edmund Campion for 4 years and has taken on the role of SENCO at the beginning of this academic year. She is currently completing her National Award for SEN Coordination at Nottingham Trent University.



Mrs Coppinger is our SEND Governor Lead and has specific oversight of St Edmund Campion's arrangements for SEN and Disability. She will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board accordingly
- Work with the headteacher and SENCOs to determine the strategic development of the SEN policy and provision in the school

Parents can contact the SENDCos by phone or email. The SENDCos will reply as soon as is possible.

School Phone Number: 0115 9147889

School email (FAO SENDCOs): office@st-edmundcampion.notts.sch.uk

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

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND.

Our school accesses training programmes through Local Authority (LA) conferences, LA training events, Family of School training events, Our Lady of Lourdes (OLOL) Trust events and through private and voluntary providers. Training needs are considered for teaching staff, teaching assistants, Early Careers Teachers (ECTs), parents and midday supervisors.

The SENDCo attends relevant SEND courses, Family SEND meetings and facilitates/signposts relevant SEND focused external training opportunities for all staff. We recognise the need to train all our staff on SEND issues. The SENDCos, with the leadership team, ensures that training opportunities are matched to school development priorities and those identified through the use of provision management.

**SEND CPD Events 2022 – 2023**

| Date | Training | Attended by |
|---|---|---|
| Oct 2023 | Clicker Workshop | Parents |
| Nov 2023 | SEND Network in Newark. Information shared around new Dyslexia format | E Vyse and E Richmond |
| Nov 2023 | Girls with ASC Training – Margaret O'Keefe | SLT and Teachers |
| Nov 2023 | Measuring and Tracking Pupils with SEND | E Vyse |
| Nov 2023 | Team Teach Mica – Level 1 Behaviour Support Training | Identified staff members |
| Jan 2024 | Team Teach Mica – Level 1 Behaviour Support Training | Identified staff members |

| | | |
|---|---|---|
| Jan 2024 | Bridget Thornhill Dyslexia | All Staff |
| Feb 2024 | Dyslexia Training and Dyslexia Kite Mark | E Richmond |
| Feb 2024 | Dyslexia and Spelling Training | SLT and Teachers |
| Feb 2024 | Bridget Thornhill in for Training | E Richmond and E Vyse |
| March 2024 | Modifying Language to manage the dysregulated child. | SLT and Teachers |
| May 2024 | Dyslexia and Tracking – Led by E Richmond and E Vyse | SLT and Teachers |
| TBC | Kelly Mahler's Interoception Training: Boost Body Awareness | SLT and Teachers |

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

The school continues to build strong working relationships and links with external support services in order to fully support our SEND pupils and aid school inclusion.

Sharing knowledge and information with our support services is key to the effective and successful SEND provision within our school. Any one of the support services may raise concerns about a pupil. This will then be brought to the attention of the SENDCos who will then inform the pupil's parents.

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

| Areas Of Support | Team(s) or Services(s) | Accessed Via |
|---|---|---|
| Education | SFSS (Schools & Families Specialist Services)<br>• Cognition & Learning Team<br>• Communication & Interaction Team<br>• Specialist Teacher for Hearing Impaired<br>• Specialist Teacher for Visually Impaired<br>Educational Psychology Service | School Based Referrals completed in agreement and with consent from the Parent/Carer.<br>These are then discussed at a 'Springboard' to decide what the level of involvement required. |
| Health | Small Steps: Provide support and interventions to families of children and young people displaying behaviours that cause concern or challenge. Support will be available for families who have concerns which may indicate ASD/ADHD but have no diagnosis. Support is also available for families of children and young people diagnosed with ASD and/or ADHD. | Getting to Know Me Form completed by the school alongside Parents/Carers. This is sent to the NHS Small Steps Team. Further information and advice about the Small Steps Process can be found at https://www.nottinghamshire.gov.uk/media/2420/getting-to-know-me-form.docx |
| Social Care | Early Help Unit provides a direct contact point for professionals and families requiring early help services. The Unit acts as a signposting and referral point for Early Help Services but does not directly deliver them. | The completion of an EHAF form by the school alongside Parents/Carers. Further advice on the Early Help Unit and an online version of a referral form can be found https://www.nottinghamshire.gov.uk/care/early-years-and-childcare/childcare-providers/early-help-assessment-form |

**Integrated Children's Disability Service (ICDS)**

The Integrated Children's Disability Service (ICDS) was created in September 2016 in response to the SEND reforms from the Children and Families Act 2014. ICDS brings together colleagues from Education, health and social care to support children and young people with disabilities aged 0 to 25 years. The service consists of five teams.




More information on ICDS can be found at https://www.nottinghamshire.gov.uk/care/childrens-social-care/integrated-children-s-disability-service

Whilst Caregivers can refer directly to Health Services, it would be appropriate to discuss this with your child's class teacher or the SENDCOs as Health professionals are likely to request information about how your child engages with education.

Please also be aware Health Services have significant waiting lists at this moment in time. Contact with a Paediatrician can take up to two years.

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

St Edmund Campion School intends to ensure access to the school community for all students as per our commitment to accessibility (detailed on our school website on the SEND page). Our school building is fully wheelchair accessible and we have toilets and changing facilities suitable for pupils, staff and visitors with disabilities.

**Physical Needs:**

St Edmund Campion have small group rooms that can be used to carry out physiotherapy. Equipment for pupils with any physical disability is sourced from the Physical Disability Specialist Service (PDSS)which is part of the Integrated Children's Disability Service (ICDS). PDSS is responsible for providing specialist advisory support and guidance to schools, pre -schools and post 16 educational settings to support the inclusion of pupils with significant physical disabilities and complex medical/health needs to access their educational setting. Equipment can include; mobility bikes, walking and standing frames, wheeled benches, exercise balls and Fox Denton chairs.

**Sensory Needs:**

Students who experience Hearing and Visual impairments will have resouces provided through the Schools and Families Special Service (SFSS). Equipment can include; iPads, Roger Radio Aids and other technologies.

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

St Edmund Campion believes that a close working relationship with parents is vital in order to ensure

- early and accurate identification and assessment of SEND
- enable the social and academic progress of children with SEND
- personal and academic targets are set and met effectively

Parents are kept up to date with their child's progress through progress reports, parent's evenings, provision map reviews, CAF reviews and team around the child meetings.

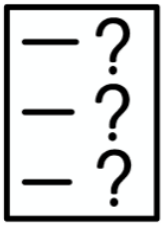
In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. The SENDCos may also signpost parents of pupils with SEND to the local authority Parent Partnership service where specific advice, guidance and support may be required.

If an assessment or referral indicates that a pupil has additional learning needs, the parents and the pupil will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child.



**SEND Provision Reviews**

Parents are invited to attend their child's provision review meeting with the SENCOs and class teacher. This is in addition to Parent Consultations. At these meetings we review set targets and plan new ones for the term ahead as set out in Part 3c. of this report.



**Surveys & Questionnaires**

Parent surveys and questionnaires help drive our action plan for the following year. From our 2021-2022 feedback we have enhanced our inclusive technology by purchasing the Clicker Software and started holding SEND Coffee Mornings.

2021-2022 End of Year Parent Survey Feedback:

*What do you think about the provision for your child?*
***'Excellent'***
***'Extremely great, I think the school aredoing everything they can. Provision is good, comprehensive and well-tailored to his needs.'***
***'Well planned'***
*Do you feel included in discussion and decisions made for your child?*
***'Yes, we are always kept well informed.'***
***'Definitely.'***



**SEND Coffee Mornings**

St Edmund Campion have begun holding SEND Coffee Mornings this academic year to build a supportive community for the parents and carers of our pupils with SEND. It has also been an opportunity for our community to network and hear from professionals from the LA about SEND Provision and Services. Our recent and upcoming events were/ are:

**Wednesday 20th September 2023**

**Wednesday 20th March 2024**

**Wednesday 12th June 2024**

Parent Feedback from a pupil with SEND in Y1 at a SEND Coffee Morning:

***'I don't feel alone any more. I never knew there were parents in this school in the same position as me. I will be able to talk to them at the school gate now and I know they will understand.'***

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

The views of our students are an important part of how we develop our SEND provision, how we shape our school culture, vision and values. Every child has a voice and we provide them with opportunities to share it in order to design provision that enables them to achieve. Students at St Edmund Campion have an opportunity to share their views in the following ways:

**Class Time:**

As part of our curriculum, we provide children with opportunities to share their opinions and ideas through RSE and PSHE lessons. Our RE curriculum is designed to create reflective thinkers and give opportunities to share their thoughts during acts of worship e.g. liturgies.

Each class has a wellbeing ambassador and school councilor who is an identified peer who can take views and opinions to half termly meetings and drive positive change in the school. Each class also has a mindfulness crate full of resources that the children are familiar with to support positive mental health. This includes a worry monster, that the children can write worries to and put inside. The teacher oversees any written worries that need addressing.

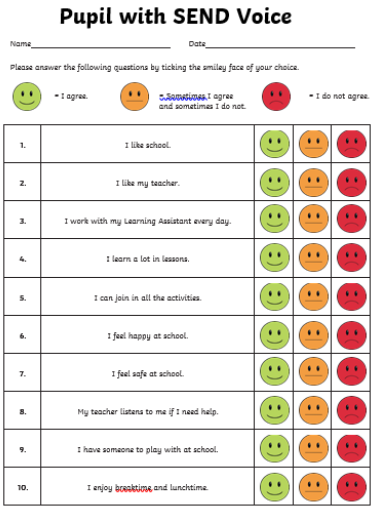
**SEND Reviews:**

Whenever possible, pupil's opinions and views will be sought and this is included on their provision map (see appendix 1). For children who are not aware of their diagnosis or know that they are on the SEND Register (as we take the parents lead on this), pupil voice is gathered and recorded on the form separately. Where appropriate, pupils will be encouraged to be involved in setting their learning targets and in evaluating their progress. Their views will be central to decisions made about any necessary support.

**SEND Pupil Voice:**

As part of our monitoring cycle, Pupil Voice is collected in school using a questionnaire. The SEND Governor is included in this process.

2021-2022 Pupil Feedback:
**100% -** I like my school. I like my teachers. I feel safe at school.
**75% -** I like play time. I always have someone to play with.



**Pupil with SEND Voice**

Name_____ Date_____

Please answer the following questions by ticking the smiley face of your choice.

= I agree. = Sometimes I agree and sometimes I do not. = I do not agree.

| | | | | |
|---|---|---|---|---|
| 1. | I like school. | | | |
| 2. | I like my teacher. | | | |
| 3. | I work with my Learning Assistant every day. | | | |
| 4. | I learn a lot in lessons. | | | |
| 5. | I can join in all the activities. | | | |
| 6. | I feel happy at school. | | | |
| 7. | I feel safe at school. | | | |
| 8. | My teacher listens to me if I need help. | | | |
| 9. | I have someone to play with at school. | | | |
| 10. | I enjoy breaktime and lunchtime. | | | |

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

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, they should refer to the NRCDES & OloL – SEC – Complaints Policy & Procedure that can be found on the school website under Key Information > Policies.

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

The Governing Body delegates the day to day organisation and liason to the SENDCOs who works in conjunction with the Head Teacher and reports to the Governing Body on a regular basis. The SEND Governor visits school regularly to support and challenge the SENDCOs regarding provision and progress of SEND pupils and to ensure statutory obligations are being met.

The school continues to build strong working relationships and links with external support services in order to fully support our SEND pupils and aid school inclusion.

Sharing knowledge and information with our support services is central to the effective and successful SEND provision within our school. Any one of the support services may raise concerns about a pupil. This will then be brought to the attention of the SENDCos or Senior Leaders who will then inform the pupil's parents.

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

- Educational Psychology
- Schools and Family Specialist Services(SFSS)
- Educational Welfare
- School nurses
- Social services
- Speech and Language therapists
- Paediatricians and specialist health professionals
- Physiotherapists
- Any voluntary or community organisations that can provide specific support

In cases where a pupil is under observation or a cause for concern, focused meetings will be arranged with the appropriate agency. Parents will normally be invited to and informed about any meetings held concerning their child unless there are over-riding safeguarding issues.

Our School Designated Safeguarding Leads are:


Lead DSL: Mrs A Blake


DSL: Mrs B Woolley


DSL: Mr S Tuckwell


DSL: Mrs R Day


DSL: Miss F Walsh


DSL: Mrs C Eccles

For more information on Safeguarding, please refer to our Safeguarding Policy: https://stedmundcampion.com/safeguarding/

The School recognises the important contribution, which external support services make in assisting to identify, assess, and provide for pupils with Special Educational Needs.

When it is considered necessary, colleagues from the LA Children and Young Peoples support services will be involved with pupils with Special Educational Needs.

The school has an Education Welfare Officer, Mrs A Brashaw who works across the trust and works closely with the Senior Leadership Team including the SENCOs.



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

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Nottinghamshire that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.

It can be accessed at www.nottinghamshire.sendlocaloffer.org.uk

Ask Us is a service which provide confidential and impartial information, advice and support on special educational needs and disability matters for parents/ carers of children/ young people with SEND.

You can access Ask Us by using the details below:
Contact: Catherine Connolly (Manager)
Telephone: 0800 1217772
E-mail: enquiries@askusnotts.org.uk

This service is available to residents of both Nottingham City and Nottinghamshire County.

Parentline is for parents and carers who may have health and wellbeing concerns about your baby or young child and be unsure how to get the help you need. Parentline is a confidential text messaging service for parents and carers across Nottinghamshire.

The texting service is an easy way for parent and carers of children aged 0-19 years to confidentially ask for help about a range of issues, such as:

- feeding and nutrition
- child development
- parenting advice and support
- emotional health and wellbeing
- behaviour difficulties
- family health

You can contact the Healthy Family Teams and find out how to access other local services such as the School Health Team. The service runs from 9am-4.30pm, Monday to Friday. Messages outside of these times receive a bounce back message advising on where to contact for urgent support and will be responded to the next working day. Text: 07520 619919.

NottAlone

NottAlone is a dedicated website providing information and support for young people's mental health across Nottingham City and Nottinghamshire County. If you are aged under 25, are a parent or carer, or a professional who works with and supports young people, you can find information, advice and where to go to get help in Nottinghamshire. NottAlone was designed by professionals, parents/carers and young people, to meet the needs of local people in Nottingham City and County.

NottAlone was created to help young people, parents and carers and professionals to access the right mental health information and support for them. Young people, parents and carers were part of the design team from the beginning. Key partners include Nottinghamshire County Council, Nottingham City Council and Nottinghamshire Healthcare NHS Foundation Trust.

Website: https://nottalone.org.uk/

Be U Notts is a new service available in Nottingham (April 2022) to help support young people with low to medium mental health concerns. It is a free Early Mental Health and Emotional Wellbeing Support Service for young people 0-25 years old. They can offer 1-1 counselling, group therapy and peer support groups. They work in partnership with Kooth which is an online counselling service and Lumi Nova which is a service that focuses on self-managing worries through play.

Students and parents can self refer by visiting https://www.beusupport.co.uk/

Call: 0115 708 0008

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

**i) Join the school/setting?**

All matters referring to Admission arrangements can be found in the schools admissions policy, which can be accessed on the school website.

The admission arrangements for *all* pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEND; those with Education, Health and Care Plans and those without.

Information regarding pupils with SEND will be gathered on transition into the school through

a. Information passed on from Portage, previous schools/nurseries.
b. Information passed to the school from parents.
c. Information gathered through the Springboard process led by the Local Authority whereby members from the Early Years Specialist Service will inform the school if there are any pupils on the admissions register that are open to them.

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

Information regarding pupils with SEND will be gathered through

a. Discussions with parent's at Parents Evenings and reviews.
b. Information will be passed on to the receiving secondary school by inviting the SENDCo from the receiving secondary to discuss pupils prior to transition and by passing on detailed pupil records.
c. SENDCo's from receiving secondary schools will be invited to attend CAF or Team Around The Child reviews at the primary school for pupils with complex needs once the child has been offered a place at the secondary school.
d. Information gathered through the Springboard process led by the Local Authority

For more information on the transition package on offer with our feeder secondary school, The Becket, please Part 12 of the SEND Information Report at https://www.becketonline.co.uk/information/send/

**iii) Prepare for adulthood and independent living?**

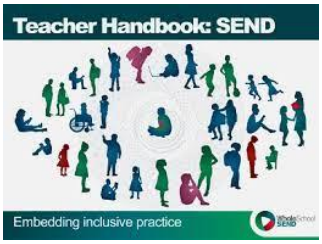
a) High quality curriculum which prepares pupils for 'next stages' in their lives.

b) Wider opportunities including enterprise week, cycling proficiency, D.A.R.E, music lessons, residential trips to PGL and The Briars.

## 13. Where can I access further information?

Information on the Nottinghamshire Local Offer can be found at www.nottinghamshire.SENDlocaloffer.org.uk
St Edmund Campion SEND policy is available on the school website at https://stedmundcampion.com/send/

## Further Guidance

| | |
|---|---|
| **Teacher Handbook: SEND**<br><br>https://nasen-prod-asset.s3.eu-west-2.amazonaws.com/s3fs-public/Teacher%20Handbook%20SEND%20proofed%20version%20-%2020th%20May%202022%20FINAL.pdf | **SEND Code of Practice**<br><br>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf |
| **Understanding Inclusion**<br><br>**NASEN**<br><br>https://nasen.org.uk/uploads/assets/4741c478-66dc-4e30-825961ed0a926848/ce75dd8b-cbc2-44bf-87a4821ddaed71ff/Inclusion-WEB.pdf | **EEF Toolkit**<br><br>**Special Educational Needs in Mainstream Schools**<br><br>https://educationendowmentfoundation.org.uk/public/files/Publications/Send/EEF_Special_Educational_Needs_in_Mainstream_Schools_Guidance_Report.pdf |
| **The SENCo Handbook**<br><br>**Elizabeth Cowne**<br><br>https://www.amazon.co.uk/SENCo-Handbook-Elizabeth-Cowne/dp/1138599204 | **Good Autism Practice**<br><br>**Autism Education Trust**<br><br>https://search3.openobjects.com/mediamanager/rochdale/fsd/files/good-autism-practice-report_nov_19.pdf |

## Appendix A

## Provision Map for Academic Year 2022-23

**St Edmund Campion Voluntary Catholic Academy**
**Provision Map for children with SEND**
*Hand in hand with Jesus Christ, we live, love and learn together*

| | |
|---|---|
| **Name:** | |
| **Date of Birth:** | |
| **Class:** | |

**Pupil Voice**

*How would you describe yourself?*

*What do you like to play with/ learn about?*

*What is working well for you at home/ school?*

*What helps you learn?*

*Photo of the child*

**Background information:**
*SEND information – involvement from agencies – progress - funding*

| **Autumn 2021** | | |
|---|---|---|
| **Targets** | **Do** | **Review** |
| *Please write in the 1st person as the child. Three targets Make them SMART. Consider the SEND – Cognition and Learning/ Communication and Interaction/ Etc.* *Target 1* | *How will it be achieved? How will it be monitored? What will the staff do? What will the child do? How often?* | *Review at the end of the term before the provision meeting with parents.* |
| *Target 2* | | |
| *Target 3* | | |
| **Notes from Provision Autumn:** *Insert notes from the meeting with parents including parent voice.* | | |

| Spring 2022 | | |
|---|---|---|
| **Targets** | **Do** | **Review** |
| | | |
| | | |
| | | |
| **Notes from Provision Spring:** | | |

| Summer 2022 | | |
|---|---|---|
| **Targets** | **Do** | **Review** |
| | | |
| | | |
| | | |
| **Notes from Provision Summer:** | | |

*Complete the weekly time table for the term – highlight additional support time in blue and ratio of adult support to children.*

| Timetable of Support | | | | | | | |
|---|---|---|---|---|---|---|---|
| | 8.55 – 9.10 | 9.10 – 10.40 | | 10.55 – 12.15 | | 1.15 – 2.15 | 2.15 – 3.15 |
| Monday | | | | | | | |
| Tuesday | | | | | | | |
| Wednesday | | | | | | | |
| Thursday | | | | | | | |
| Friday | | | | | | | |

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## Proposed Provision Map Format for the Academic Year 2023-24

**St Edmund Campion Voluntary Catholic Academy**
**Provision Map for children with SEND**
*Hand in hand with Jesus Christ, we live, love and learn together*

| Photograph |
|---|
| |

| | |
|---|---|
| **Name:** | |
| **Date of Birth:** | |
| **Class:** | |

**Background information:**

**Pupil Voice**

| | | | | | | |
|---|---|---|---|---|---|---|
| Curriculum Access and Participation<br>Communication<br>Emotional Health and Wellbeing<br>Social skills | | Self Help/Independence<br>Sensory Profile<br>Sensory VI/HI | | Physical Motor<br>Health and/or Safety<br>Other | | |

| Barrier to learning (frequency, intensity, and duration) | Provision | Outcome/impact/progress |
|---|---|---|
| *What are you seeing? Refer to criteria and provide evidence which clearly demonstrates that the criteria are met.*<br>*Please write about the areas you have ticked above* | *What are you doing to remove/lessen this barrier?*<br>*What are you doing to meet the need? Taught by who?*<br>*Planned by who? Tracked how and by who?* | *What are you hoping to see as a result of this provision?*<br>*What are you already seeing?*<br>*How well is the provision working?*<br>*How are you measuring this?* |
| | | |
| | | |
| | | |
| | | |

| Timetable of Support | | | | | | | |
|---|---|---|---|---|---|---|---|
| | 8.55 – 9.10 | 9.10 – 10.40 | | 10.55 – 12.15 | | 1.15 – 2.15 | 2.15 – 3.15 |
| Monday | | | | | | | |
| Tuesday | | | | | | | |
| Wednesday | | | | | | | |
| Thursday | | | | | | | |
| Friday | | | | | | | |

| Notes from Provision Meeting: Autumn 2023 |
|---|
| |
| **Notes from Provision Meeting: Spring 2024** |
| |
| **Notes from Provision Meeting: Summer 2024** |
| |