Special Educational Needs Information report questions for Nottinghamshire

SEN Information report questions for Nottinghamshire:

St. Philip Neri with St. Bede Catholic Voluntary Academy

WHAT KINDS OF SPECIAL EDUCATIONAL NEEDS DOES THE SCHOOL MAKE PROVISION FOR?

St. Philip Neri with St. Bede is a Catholic mainstream primary school and is part of the Our Lady of Lourdes Catholic Multi-Academy Trust, formerly the All Saints family of schools. St. Philip Neri with St. Bede is committed to inclusion and is respected in the community for an ethos in which we see all of our children as unique individuals and work collaboratively to enable each child to achieve their full potential, whatever their ability or specific needs; providing a broad and balanced curriculum which incorporates equal opportunities for all children.

HOW DOES THE SCHOOL KNOW IF PUPILS NEED EXTRA HELP AND WHAT SHOULD I DO IF I THINK THAT MY CHILD MAY HAVE SPECIAL EDUCATIONAL NEEDS?

At St. Philip Neri with St. Bede we recognise that all children learn and progress at varied rates and we use a range of teaching strategies and approaches, personalising provision to ensure that the learning needs of all pupils can be met. The identification of pupils with special education needs follows a graduated response, beginning with quality first teaching as our first priority. Support is given through the type of task, differing complexity or resources used. Special educational provision is beyond the differentiation provided by high quality personalised teaching. The provision is additional or different from that made generally for others of the same age. Progress is closely monitored by the class teacher and if the expected progress is not being made, support is put in place within the classroom focusing on the child's specific area of need. This support may be small group or individual work. If further support is needed the class teacher liaises with the SENCO to further personalise support and access outside agencies. At all times the school works in partnership with parents.

If you have any concerns about your child's progress then you should first speak to your child's class teacher who will seek advice from the SENCO if necessary.

HOW DOES THE SCHOOL EVALUATE THE EFFECTIVENESS OF ITS PROVISION FOR PUPILS WITH SPECIAL EDUCATIONAL NEEDS?

Teacher assessments are completed termly and this is analysed by the class teacher and the Senior Leadership Team. Parents are invited to attend review meetings to discuss the progress of pupil's with special educational needs and to update on the success of any interventions which have been put in place.

The Governors receive an update once each term on practice and provision within the school and the named SEN Governor meets annually with the SENCO to review the previous year and discuss areas for development and set targets for the coming year.

The SENCO works closely with class teachers to ensure a detailed Provision Map is in place (where needed) and this is reviewed each term after analysis of progress, with parents and outside agencies, where appropriate.

Teacher assessments are analysed by the SENCO and discussed at Senior Leadership Team meetings.

Class teachers and Teaching Assistants work closely to ensure progress is made and regularly update each other on an individual child or groups' progress and adjust their planning accordingly.

Each year the SENCO produces an SEND action plan detailing successes and areas for development for the forthcoming year.

HOW WILL THE SCHOOL AND I KNOW HOW MY CHILD IS DOING AND HOW WILL THE SCHOOL HELP ME TO SUPPORT THEIR LEARNING?

Progress and attainment is monitored each term by the class teacher and shared with SENCO. Any concerns from the class teacher following the graduated response are discussed with the SENCO on a regular basis.

Children are given feedback on each lesson's successes and next steps needed, by the class teacher and /or teaching assistant; this may be through marking or verbal feedback. Teachers and Teaching Assistants regularly update each other on the progress of individual children and groups. All children are encouraged to self-assess their own work and evaluate how they feel that they have met the learning intention in some lessons. Peer-assessment may also be completed when evaluating learning.

All children have a Home/School diary provided by the school and parents are encouraged to use this as an immediate and daily form of communication with the class teacher.

At St. Philip Neri with St. Bede we have an 'open door' policy which encourages all parents to discuss any concerns as and when they may arise, firstly with the class teacher.

Parents Evenings are held three times a year for the parents/carers of all pupils and a yearly report is sent out outlining targets to be met for the following year with suggestions as to how parents can support their child's learning at home.

For children with specific learning needs and or disabilities, parents, together with outside agencies (where appropriate) are invited by the SENCO to attend review meetings each term to discuss the progress of their child; the success of specific interventions; their child's views and to be part of the next step process.

WHAT IS THE SCHOOL'S APPROACH TO TEACHING PUPILS WITH SPECIAL EDUCATIONAL NEEDS?

At St. Philip Neri with St. Bede we aim to engender a sense of community and belonging; to facilitate full access to a broad and balanced education, including an appropriate curriculum for all pupils beginning with quality first teaching with a differentiated curriculum according to pupil's needs.

This includes the National Curriculum in line with the *Special Educational Needs Code of Practice*, working in partnership with parents and acquiring specialist support where needed. All children receive 'Quality first teaching' with a differentiated curriculum according to pupil's needs.

Targeted interventions may take place for individuals to help close the gap between a child with special educational needs and their peers. A provision map may be in place, detailing the personalised provision for that child.

HOW WILL THE CURRICULUM AND LEARNING BE MATCHED TO MY CHILD'S NEEDS?

We recognise the needs of individual pupils and differentiate teaching methods to suit individual needs and differentiate the curriculum content so that it is attainable by all. This approach is fully embraced by all members of staff. We have a creative curriculum throughout school which is taught through topics.

Targeted interventions are put in place for individuals to help close the gap between a child and their peers; these may be carried out in small groups or as individuals.

All pupils on the SEN Support register have a Pupil Passport which outlines the child's strengths and areas of difficulty, specific interventions identified and outcomes. This enables children to have a voice in relation to their curriculum.

Detailed Provision Maps/Care Plans are put in place for children with specific needs or disabilities. This provision includes (where appropriate) meeting their sensory needs (the children have access to a fully equipped Sensory Room); physical needs (a Fun Fit programme is run each day); nurture and emotional health and well-being in order to address their readiness to learn and narrow the gap.

HOW ARE DECISIONS MADE ABOUT THE TYPE AND AMOUNT OF SUPPORT MY CHILD WILL RECEIVE?

Class support is timetabled at the beginning of each year and is used to close the gap between a child and their peers, as identified by the class teacher; individual children's support is allocated according to need. If it is felt that a child needs increasing support, the SENCO may discuss this with the Family of Schools and additional funding is applied for and may be allocated in accordance with agreed criteria for Nottinghamshire schools.

HOW WILL MY CHILD BE INCLUDED IN ACTIVITIES OUTSIDE THE CLASSROOM, INCLUDING SCHOOL TRIPS?

We want all our pupils to benefit from the education we offer. Children with special educational needs have access to all extra- curricular activities, as offered to all children. This includes, for example, nurture support at break times; trips to the local museum and library; day trips to the sea-side or the local forest; residential trips in Year 3,4,5 & 6. Where it is beneficial for a parent to participate alongside their child, we will approach the parent at the planning stage. Nurture support is available at playtimes and fun fit is available for children who require it.

Medicines are administered in line with our school policy; there is a medical care plan in place for all children identified as needing this and personal care is provided in line with the school policy.

WHAT SUPPORT WILL THERE BE FOR MY CHILD'S OVERALL WELL-BEING?

Year group Teaching Assistants run interventions based on identified needs, such as building self-esteem; social skills; developing friendships; anger management.

A Nurture slot is timetabled in each year group to meet the needs of individual children.

Extra support is provided during lunch breaks where a child may need help with feeding or personal hygiene.

The school have two ELSA trained members of staff who work with individual children for an hour a week over a twelve week period.

The school have two Forest School practitioners who work with groups of children for an hour a week.

The school also have a Family Support worker who works with individual children and their families as well as groups of children.

WHO IS THE SCHOOL'S SPECIAL EDUCATIONAL NEEDS CO-ORDINATOR (SENCO) AND WHAT ARE THEIR CONTACT DETAILS?

Mrs Louisa Stimpson is the school SENCO and may be contacted via the school office -01623 489010.

WHAT TRAINING HAVE STAFF SUPPORTING SPECIAL EDUCATIONAL NEEDS HAD AND WHAT IS PLANNED?

A range of training has taken place as a whole school and as individuals. We work closely with specialist services who train, guide and advise us, so that we deliver the best support for a child with SEND. During 2023-2024, the following training has taken place:

- Safe-handling training
- CRB-MAPA training
- Safeguarding – 3 year update
- First Aid training
- Sensory processing disorder
- Sensory Intergration
- Autism & Attention Deficit Hyperactivity Disorder
- Emotional Attachment and Trauma
- Identifying children with English as an Additional Language (EAL) and special educational needs
- First Aid Training
- Statutory role for the designated teacher for LAC and young people
- Safeguarding Children and neglect
- DSL Child protection
- Paediatric first aid course
- ELSA
- Trauma and brain development

Training to take place this academic year includes:

Whole School/Groups:

- Autism and ADHD
- Trauma
- Attachment disorder
- Staff meetings and workshops re SEN and interventions
- Supporting learning in the classroom: Intensive Interactions, Copy Box, The Learning Sandwich
- B Squared
- Mental Health in Education
- Supporting Dyslexia: The Nottinghamshire Dyslexia Toolkit
- Building Relational Schools
- Supporting neurodiversity in school

Individuals:

- Safe-handling training
- CRB
- B Squared
- ELSA supervision
- Statutory role for the designated teacher for LAC and young people
- SEND MAT/family meetings/Training
- SENCO Cross Phase Network
- SENCO Conference
- SENCO Family Network
- Youth Mental First Aider
- Forest Schools
- Attachment Trauma and Emotions coaching
- Understanding Children and Young Peoples Mental Health
- Little Wandle Training
- Introduction to dyscalculia

WHAT SPECIALIST SERVICES AND EXPERTISE ARE AVAILABLE OR ACCESSED BY THE SCHOOL?

Currently being accessed:

- Schools and Family Services (accessed through the family Springboard process)
- Educational Psychology Service (accessed through the family Springboard process)
- Physical Disability Specialist Services (PDSS)
- Occupational Therapy (OT)
- Speech and Language Therapy (SALT)
- Physiotherapy
- CAHMS – Emotional Health and Well-being Service
- Neurodevelopmental Support Team
- Family Hubs
- APTCOO
- Sherwood Area Partnership (SAP)
- WAM
- Woman's Aid/NIDAS
- Healthy Families Teams
- Social Services
- Bereavement Centre

The school has access to a range of agencies through the Family Springboard process and Targeted Support.

HOW WILL THE EQUIPMENT AND FACILITIES TO SUPPORT PUPILS WITH SPECIAL EDUCATIONAL NEEDS BE SECURED? HOW ACCESSIBLE IS THE SCHOOL?

A Disability Access Audit was carried out in Autumn 2015 with very positive feedback.

http://www.st-philipneri.notts.sch.uk/home/policies/accessibility-plan

Part of the school budget is allocated to equipment and facilities to support pupils with special educational needs.

Specialist equipment is accessed through the Physical Disability Specialist and Occupational Health Services.

The ground floor is wheelchair accessible. There is a toilet for anyone wheelchair bound with changing and shower facilities.

WHAT ARE THE ARRANGEMENTS FOR CONSULTING PARENTS OF PUPILS WITH SPECIAL EDUCATIONAL NEEDS? HOW WILL I BE INVOLVED IN THE EDUCATION OF MY CHILD?

At St. Philip Neri with St. Bede we recognise the vital and pivotal role that parents play in the education of their children and we strive to work in partnership. Parents are invited to their child's termly review, to discuss their provision, progress and outcomes for the next period of time.

Parents are welcomed in to school to discuss progress and /or specific needs with the class teacher.

WHAT ARE THE ARRANGEMENTS FOR CONSULTING YOUNG PEOPLE WITH SEN AND INVOLVING THEM IN THEIR EDUCATION?

Regular daily discussions take place between pupils and their class teacher and teaching assistant.

Prior to a review meeting with parents, children will be invited to discuss what has worked well for them and how they feel about their education. Depending on the age and need of the pupil this will be recorded in different ways.

WHAT DO I DO IF I HAVE A CONCERN OR COMPLAINT ABOUT THE SEN PROVISION MADE BY THE SCHOOL?

In the first instance we would like any concern or complaint to be discussed with the class teacher; the SENCO will be available for any necessary support in order to address the issues, update and monitor the provision in place. We will ensure regular dialogue between school and home until the issue is successfully resolved. The Head Teacher will be informed of any concerns and will monitor how the concern is being acted upon.

If there should be an occasion when you feel your concern is not being adequately addressed by the above named people then you can list your complaint with the Governors and follow the formal procedures which are set out in the School Complaint Policy.

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 SEN Link governor, Ms Maureen Tunney, meets termly with the SENCO. During these monitoring visits the different agencies accessed are discussed (individual pupils are not named); the Head Teacher reports once per term to the governing Body where these issues are discussed.

HOW DOES THE SCHOOL SEEK TO SIGNPOST ORGANISATIONS, SERVICES ETC. WHO CAN PROVIDE ADDITIONAL SUPPORT TO PARENTS/CARERS/YOUNG PEOPLE?

This is mainly organised by the SENCO who works closely with our Family Support worker and other organisations, including the Healthy Families Team. We have very positive home/school links and we are able to signpost parents to organisations such as Family Hub, Neurodevelopmental Support Team and APTCOO.

HOW WILL THE SCHOOL PREPARE MY CHILD:

- **TO JOIN THE SCHOOL SETTING?**

The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEN; those with Education, Health and Care Plans and those without. (See Admissions Policy for more detail)

- **TO TRANSFER BETWEN PHASES OF EDUCATION (e.g. EARLY YEARS TO PRIMARY – PRIMARY TO SECONDARY)**

At St. Philip Neri with St. Bede all staff work closely together to ensure the needs of the children are met, therefore there is a robust transition programme in place to ensure a smooth transition: meetings between teaching staff to share the needs of the children with SEN; regular visits over a long period of time to the new area of school to develop familiarity and whole transition days**.**

Transition to Secondary school is carefully planned and personalised through close liaison with the Secondary school SENCO and is tailored to meet an individual's specific needs. This may include meetings between the school SENCO, parents and the secondary SENCO; extra visits to the secondary school setting by parent and child and visits from key workers to work with the child in the primary school setting. Additional Transition Funding may be accessed to ensure a smooth transition between Primary and Secondary School.

1. **PREPARE FOR ADULT HOOD AND INDEPENDENT LIVING?**

   Pupils in Year 5 and 6 take part in the RSE Programme.

   WHERE CAN I ACCESS FURTHER INFORMATION?

2. Please see the school's SEND Policy for more information.
3. Our ethos is to provide pupils with life skills from the moment their education begins. These are taught discreetly through our curriculum, rewards, roles and responsibilities.

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