

Our Lady & St Edward Catholic Primary & Nursery School A Voluntary Academy

Special Educational Needs and Disability (SEND) Annual Report to Parents

September 2017 - July 2018

Governors and staff at Our Lady & St Edwards Catholic Primary & Nursery School value each child as a unique individual made in the image and likeness of God with a range of individual gifts and talents. Therefore, we aim to provide every child 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 in providing every possible opportunity to develop the full potential in all children and this is reflected in our policies. These policies can be viewed on the school's web site under policies (www.olseacademy.org.uk).

Special Educational Needs & Disabilities Policy
School SEND Q & A Information for Parents
Admissions Policy
Equality Policy
Supporting Children with Medical Conditions Policy
Disability, Gender & Race Policy
Safeguarding Policy
Child Protection Policy
Children in Public Care Policy

New SEND Legislation

September, 2014 saw the introduction of the New Special Education Needs and Disabilities (SEND) Code of Practice. The Special Educational Needs and Disability Code of Practice: 0-25 was revised May 2015. The special educational needs and disability provision at Our Lady & St Edward has been adjusted to accommodate these changes in the following areas:

- The SEND policy has been revised to reflect the new Code of Practice, after consultation with and approval by the full Governing Body.
- A new Supporting Children with Medical Conditions policy has been written and approved by Governors.
- A new SEND Q & A page on the school web site has been set up to provide information to parents on how Our Lady & St Edward's identifies and provides

for pupils with special educational needs and disabilities, how parents/pupils are involved, how we assess etc.

- Rachael Tipton, the school SENDCo, is currently training to achieve the Post Graduate National Award for SEND Coordination at Nottingham Trent University.
- Teachers and teaching assistants have received SEND training, and updates from the Special Educational Needs Coordinator with regards to the changes and their responsibilities for SEND pupils.
- The special educational needs list was reviewed and children moved from school action and school action plus to the new **SEN Support** category.
- The school's SEND provision was registered with the Local Authority's Local Offer. The Local Offer provides information for children and young people with special educational needs and their parents or carers in a single place. This can be accessed at: www.nottinghamcity.gov.uk/localoffer
- A parent friendly guide to SEND provision is on the school's website.

Key Staff:

Our Lady & St Edward's has an inclusion team who support the special educational needs provision in the school. This is co-ordinated and managed by the **Special Educational Needs Co-ordinator (SENDCo), Rachael Tipton.**

The **SEND governor is Miss Joanne Greenwood (Academic Year 2017/18)**

Currently the inclusion team includes:

- 1 Teaching Assistant in each class
- 1 trained Teaching Assistant in each key stage responsible for carrying out literacy assessments
- 1:1 Teaching Assistant Support for a specific individuals as determined by individual needs and their **HLNF or EHCP**
- 1 Emotional Literacy Support Assistant (ELSA) to support pupils with Social, Emotional and Mental Health (SEMH) needs.
- SENDCo 5 days week

Number of Pupils with SEND:

Date End of Academic Year	No on Role	School Action	School Action Plus	Statement	Total
2013/14	257	23 (8.9%)	15 (5.8%)	1 (0.3%) Transferred to Special school during the academic year	39 (15%)
		SEND Support		EHCP	Total
2014/15	258	29 (11.2%)		1 (0.3%)	29 (11.2%)
2015/16	255	25 (9.8%)		0 (0%)	25 (9.8%)
2016/17	251	16 (6.3%)		1 (0.4%)	16 (6.3%)
2017/18	258	13 (5.04%)		1 (0.4%)	13 (5.04%)

NB: Currently at the start of the academic year 2016/17 we have one pupil that has an EHCP (Educational Health Care Plan).

Within the **SEN Support list** all pupils have **Individual Provision Maps** some SEND pupils will be known as **High Level Need (HLN)** pupils as they require a high level of **support** to meet their needs and will currently receive extra finance (**HLNF**) from the Local Authority to fund the high level of support they need. Currently (Sept 2018) we have 0 pupils receiving HLN; during the academic year 2017/18 we had 0 pupils receiving HLN funding due to our 1 pupil who was previously receiving HLN funding being granted an EHCP (Education Health Care Plan). In addition to the SEN Support list some pupils are registered as 'monitor' as they are not making expected progress but don't currently appear to have a Special Educational Need which is impacting on their learning. This enables all staff to be aware and monitor even more closely the progress and needs of these pupils who are supported by quality first teaching and differentiation within the class. The number of pupils registered in school as having SEND has continued to decrease over the last 3 years as a result of regular monitoring & assessment followed by planned intervention, quality first teaching and early identification of need to address areas of need as soon as they arise or identified enabling pupils to continue to make expected progress. This forms the assess, plan, review, do cycle of support as identified in the SEND Code of Practice.

Progress of Pupils with SEND

All pupils who are currently receiving SEND support have made progress towards their individual targets. We know this as every term, in conjunction with ongoing progress reviews, the progress of these children is reviewed by the SENDCo, class teacher and other relevant staff members and support staff from the Local Authority Inclusive Education Support Team where applicable and shared with parents and pupils at review meetings. This year the SEND progress has been brought in line with the rest of school and the data is produced on O'track, this system gives a much clearer idea of SEND progression.

This year there has been some movement within the SEND Support List with 2 new pupils being placed on the list and 1 pupil being moved from monitor to SEND Support due to SEND needs being identified through our monitoring and assessment process, as laid out in the school's SEND policy. 0 pupils have moved from SEN Support to 'monitor' or have been taken off the register altogether. This is due to consistent quality first teaching that allows for consistent assessments at an early stage and interventions to take place based on the assessments.

To ensure we are accessing all the funding available to our SEND children, the SENDCo has attended local authority meetings where the updated system for applying for HLN children has been discussed and explained after being updated this academic year. The SENDCo has also attended all the family network SENDCo meetings and the National Conference so the school is kept in line with new updates with SEND and new updates within the trust. The SENDCo has also visited local secondary and SEN specialist schools so ensure so that new systems and provision can be observed and implemented where needed.

Effectiveness of Provision

Provision is monitored through our individual, class and whole school provision mapping. There are regular meetings and reviews with parents, staff and external agencies to monitor the academic and pastoral progress of SEND pupils. Where needs are identified an intervention is organised and documented on the individual and class provision map. The whole school's provision and its effectiveness is evaluated annually by the SENDCo & the SLT.

We are continuing to develop our individual, class and whole school provision maps and how we evaluate the school's provision to make sure it meets the needs of individual pupils, the school improvement targets and its value for money.

School has a bank of resources and interventions in use to support pupil progress as required and delivered in small groups or 1:1. These include:

- NUMICON
- Toe by Toe
- 5 Minute Literacy & Numeracy Boxes
- Plus 1 Maths Coaching System
- Power of 2 Maths Coaching System
- CRIS (City Reading Intervention) Programme
- Additional Literacy Strategy Modules 1-4
- Social Stories
- FUNFIT
- Gross Motor Skills Programme
- Social Skills Programme
- Emotional Literacy Support Assistant Programme
- Dyscalculia support programme

Etc. This is not an exhaustive list

This year we have employed a school councillor from Education Tree with huge success. The school councillor has seen up to 7 children a day with 2 children being signed off and replaced with 2 different children throughout the year- after care of drop ins is offered to children signed off. This service will be continued next year after the success of this year.

This year we have also changed how we record interventions to make it more accessible for teaching assistants to record the work and progress. A new format was introduced at the beginning of the year in a staff meeting and folder scrutinies were conducted throughout the year. Teaching assistant's were able to use the new formats and the progress and activities during interventions were a lot clearer to see when assessing folders.

Training

Our teachers and teaching assistants have received a variety of training to enable them to meet the needs of individual children. In addition to this Our Lady & St

Edward's has 'traded service' agreements with the Local Authority's Autism, Learning, Behaviour and Educational Psychologist teams who are brought in to support, train and advise staff in a range of specialist SEND areas.

This year training has included:

- SEND Changes
- Proprioception training
- Staff wellbeing
- Emotional coaching
- First Aid
- Safe guarding.

In addition to this individual teachers and teaching assistants have undertaken specialist training days relevant to their area of work.

This year training has included:

- Makaton
- First Aid
- Precision Teaching
- Emotional Literacy Support Assistant Training
- Using TRUGS to support Literacy
- SENDCo Networks & Conference
- Designated Teachers for Looked After Children Networks
- Designated Safeguarding Lead Training
- Role of the Teaching Assistant Training

Currently there are 0 open CAFs within school.

SEND Funding

Our Lady & St Edward ensures funding is made available from the school's budget to meet the individual needs of pupils as required. This has included: teaching assistant support in class, 1 to 1, or in groups, small group teaching, speech and language interventions, social and communication skills and support, play time and lunch time adult support, purchasing of specialist resources, staff training, 'traded services' from the local authority, etc

In addition to the general SEND budget application is made to the Local Authority for High Level Need Funding for pupils that require high levels of specialist and/or 1 to 1 support. Both bids were successfully gained this year.

Disability and Access

The school's admission policy and disability access plans reflect our commitment to Our Lady & St Edward being an 'inclusive' school. All statutory requirements are met for the admittance of disabled pupils and those with medical conditions.

In September 2018 the school Accessibility Plan was reviewed as a legal requirement.

This year additional members of staff have been trained to care for pupils with medical/physical needs.

The school has Learning Support/Intervention Rooms in both the foundation unit and the main school to help pupils who struggle to access learning within their classrooms to meet their learning needs. Visual timetables are present in all classrooms to support pupils to access daily routines.

Communicating with Parents

All parents with children receiving SEND support have formal meetings with the SENDCo, teachers and the relevant support staff termly and receive information about their child's provision, targets and progress. The child/young person's views are also represented at these meetings. Minutes are taken and parents receive copies as well as a copy of their child's attendance record, provision map with reviewed and new targets and their child's pupil voice sheet. Parents are given advance notice of these meetings as we value their input and have a strong ethos of working collaboratively with parents to support their children and the family. Parents who are unable to attend are contacted following the meeting and sent minutes and all the relevant paperwork. Parents receive a formal report once a year. In addition parents can talk to the class teachers before the start and at the end of the day by appointment, can arrange to talk to the SENDCo and/or arrange more frequent meetings if they have concerns or there is a need to review provision or targets more frequently. In addition to this parents are invited to termly parent's evenings to discuss their child's progress. This year we have also implemented One Page Profiles about all children currently on the SEN register and children who are a concern, these profiles were written with the children, class teachers and parents were both shown the pages before they were published to other members of staff, and these were brought in to replace the SEN folders so the school is in line with the new GDPR regulations.

Actions for 2015-2016

As a school we continually seek ways to improve our inclusion and SEND provision.

This year we aimed to:

- New SENDCo to take over SEND Coordination in school. [This was a successful transition with Tracey Lane still offering support from her new position and Heather Brinsley from St Augustine's Primary also offering support.](#)
- New SENDCo to attain the National Award for SEND Coordination. [Rachael Tipton enrolled to Nottingham, Trent University this academic year, attended](#)

all the days in university in her SENDCo time and has completed three out of four assignments for pre marking ready for the hand in date in November

- Update and complete a current Access Audit and Accessibility Plan in line with legal requirements. Completed on the 3rd September.
- Provide training for new staff on school SEND Policy and Procedures. Staff received training in the new policies and procedures in both 2017 and have already had a staff meeting in 2018 with new school procedures.
- Provide training for new staff on areas of high need e.g supporting dyslexic learners, emotional health and well-being, support for autistic learners. Staff were provided with various training sessions including proprioception and emotional coaching.

Actions for 2017-18

- Increase the involvement of parents in evaluating our SEND provision.
- Provide training for new staff on school SEND Policy and Procedures
- Provide training for new staff on areas of high need e.g supporting dyslexic learners, emotional health and well-being, support for autistic learners.
- Provide staff with positive handling training.