



St. Aidan's Primary School-A Church of England Academy

SEN Information Report – 2019

In accordance with section 69 (2) Of The Children and Families Act 2014 and Schedule 1 of The Special Needs and Disability Regulations 2014

1. What kinds of educational needs do we make provision for in our school?

At St Aidan's Primary School – A Church of England Academy our children feel safe and secure and are inspired to learn by a stimulating and inclusive curriculum. As a Christian school, our ethos is based on Christian values that enable children to fulfil their potential and grow in God. St Aidan's provides its own lunch service a breakfast club and a selection of after school clubs.

Our aim is that pupils with disabilities should as far as possible have access to a full and broad curriculum, similar to that followed by their peers. As a mainstream school we cannot replicate the range of support and resources that a local authority can provide. However, the school has successfully supported pupils with hearing and sight impairment, physical disability and learning difficulties of varying degrees. The school's policy on Teaching and Learning incorporates advice for teachers on supporting disabled pupils with an ongoing programme of staff development relating to meeting the needs of different learners.

2. How the school identifies and assesses pupils who need extra help?

At St Aidan's Primary School - A Church of England Academy all staff continually monitor children's progress, emotional well-being and behaviour to ensure that children who need extra support are identified.

Children with SEND are identified by one or more of three assessment routes all of which are part of the overall monitoring progress of all pupils:

- Termly progress meetings following termly assessments.
- Continual observation and monitoring by class teachers ensuring that any child who is making less than expected progress, given their age and personal circumstances is identified and if needed referred to the SENCO.

- Parents may have concerns about their child's learning and ask school to look more closely at how they are progressing. All parental concerns are taken seriously and although frequently concerns can be addressed by Quality First teaching if that is not the case the child would be placed in School Support on our SEN Profile and a Pupil Passport will be set up to detail all SEND history.

Any concerns identified will be discussed with parents and SENCO. Further assessments may be carried out to clarify needs and inform staff and parents to assist in developing individual targets for children.

Should parents have concerns about their child's progress they are welcome to talk to the class teacher and/or SENCO. If you have concerns as a parent do not delay; early intervention can make a significant difference.

For more information please look at our SEND policy on our website.

3. Who can you speak to at our school if you think a child may have special educational needs?

If you have any concerns about your child you can come and discuss them at any time with any of the following people:

- Your child's class teacher
- The Special Needs Co-ordinator (SENCO), Mrs A Whigham
- The Family Support Worker (FSW), Mrs J Trencher
- The Head teacher, Mrs D Greenwood
- The Deputy Head teacher, Kelly Harrison

4. How do we know what progress your child is making and how will we keep you informed?

Monitoring progress is an integral part of teaching and learning at St Aidan's Primary school. All children are assessed and tracked every term throughout the school year.

Children with identified special educational needs and disabilities (SEND) have their own Individual Outcome Plan (IOP) with targets. Targets are set and agreed with the child and parents/carers. The IOP's are reviewed and discussed with parents at review meetings and Parents' Evenings held twice a year. Parents/carers are encouraged to share the outcomes with their child. The roles of the class teacher, parent/carer and the child are detailed within the IOP. The SENCO also tracks children on the SEND register termly against their annual targets.

Children who have an Education and Health Care Plan will be asked for their point of view both when the application is made to panel for further support and annually as part of the review process. We endeavour to include children during the annual review as much as possible and encourage children to be there whilst the review is taking place.

All children who are on the SEND profile have a SEND Pupil Passport which details their SEN history, interventions and progress.

The school Governor with responsibility for SEND meets with the SENCO to ensure that the needs of the children are being met.

5. How will our school support your child and how will the teaching be adapted to meet their needs?

St Aidan's Primary School – A Church of England Academy is committed to giving all our children every opportunity to achieve. Children with identified SEND will have an individual plan which will detail what teachers need to take into account when planning activities. The class teacher will provide teaching activities to match the levels of learning of all the children in class. Sometimes additional resources will be provided to support learning, for example writing slopes, pencil grips, laptops, coloured reading rulers and visual timetables. Each class has an additional adult in the classroom during morning sessions and some children receive small group or 1:1 interventions. Interventions include: Pre Teaching Vocabulary (PTV), Vocabulary Box, Fischer Family Trust (an intensive reading and writing intervention), Better Reading, Read, Write Inc, Nurture groups and Motor skills (Body Awareness and Clever Fingers).

Where teachers have received strategies from outside professionals, these will be incorporated into the daily teaching routine.

For further information please look at the SEND policy on our website.

6. How are the decisions made about the type and how much support my child will receive?

St Aidan's Primary School – A Church of England Academy has a budget for SEND which is allocated each financial year. This funding is used to provide additional support or resources that have been identified for SEND pupils. If the school cannot meet the needs through those resources, then a submission to the Education and Health Care Panel may be made. Any additional funding received will then be used to develop the child's learning. This could be through providing the child with 1:1 adult support or purchasing specific equipment or resources. For further information about this process please see the Blackburn with Darwen website www.bwd-localoffer.org.uk.

7. How will our school help you to support your child's learning?

We actively encourage parents to be involved with their child's learning. The class teacher and or the SENCO will be happy to advise you on how to support your child's learning alongside homework activities. There are a variety of parents sessions advertised over the school year.

If a child has been assessed and or observed by an external professional, any strategies given to class teachers will be shared with parents and carers. If necessary, the SENCO and or the Family Support Worker can arrange or contact support groups for parents.

8. What specialist services and expertise are available or accessible through our school?

We work closely with the following agencies to help support your child's needs:

- Advisory teachers from the Inclusion Support Service: Speech, Language and Communication, ASD and ADHD, Visual Impairment, Curriculum Access, Physical Need and Early Years.
- Educational Psychology
- Speech and Language Therapy
- School Nurse
- Occupational Therapy
- Children's Social Care
- Common Assessment Framework professionals
- Health Visitors
- The Heights Nurture Provision

9. How are the staff in school supported to work with children with special educational needs and what training do they have?

All staff receive training sessions on a range of educational needs pertinent to our children and undertake training in relation to safeguarding. Currently some support staff and a class teacher are undergoing training in supporting reading development (Fischer Family Trust). Staff

The School Nurse has carried training for teaching and support staff in the care of children with Asthma. And the Epilepsy Nurse has trained a number of staff in the care of children with Epilepsy. Staff have had First Aid training.

We aim to ensure that we continue to develop expertise according to the needs of the children in our school.

10. How will our school ensure that your child is included in activities outside the classroom, including physical activities and school trips?

St Aidan's Primary School – A Church of England Academy is an inclusive school and all children have access to activities outside the classroom as far as possible. Risk assessments are carried out and procedures put in place to ensure that all children can participate.

We do have a number of clubs running in school currently including a Breakfast Club, providing a healthy breakfast and activities. After school and at lunchtimes there are a variety of clubs including science, sport, baking and dance.

11. How will our school support your child's overall well-being?

The well-being of our children is central to our caring Christian ethos. Additional support is available from Mrs A Whigham (SENCO) who is experienced in delivering pastoral support. We have a full time Family Support Worker (FSW) Mrs J Trencher who monitors attendance and can offer pastoral support to children and their families.

All children, including those with SEND, are taught about bullying, friendship and staying safe (including e-safety) through Life Education, Circle Time and Assemblies. The school has a designated senior person and deputies to deal with issues of safeguarding and child protection. All staff and the SEND governor have undertaken PREVENT training in school.

Place2be

School has now bought in the services of Place2Be. Place2Be is a national charity working to improve the confidence and emotional wellbeing of children. They help children to develop resilience by supporting them when they are experiencing challenging life issues and helping them to develop self-confidence and lifelong coping skills. When they are supported in this way, they are able to learn more easily and that means less worry for parents. Place2Be works with children one-to-one and in small groups, offering regular time-tabled support for those who will benefit most. The school will often refer children for this service. Place2Be also work with pupils to have help with friendship issues and other

worries by choosing to visit Place2Talk. These short lunchtime sessions are open to individuals and groups.

Place2Be also can offer parent counselling.

If your child has a medical need then a Health Care Plan is prepared in consultation with the School Nurse and reviewed every June.

Some members of staff are trained in First Aid and from September most staff members will be trained.

Should you have any concerns about the well-being of your child please contact the class teacher, SENCO or FSW.

For more information please look at the Medical Policy on our website.

12. How accessible is our school both indoors and outdoors for children?

Disabled facilities include:

- Accessible toilet facilities in both Infant and Junior Departments.
- Accessible shower and changing facilities
- Environment appropriate for the visually impaired.
- Ramps for wheelchair access except for two areas that can be accessed by alternative ways.

13. How will our school support your child when joining our school or when transferring to a new school?

A home visit is made prior to children starting in Reception class. Parents are also invited to a meeting in school. Children will also be asked to visit the Reception class during the term before they start school. The SENCO, Family Support Worker and/or class teacher will attend transition meetings with pre-school settings to discuss and plan for any children with identified needs.

For children joining our school during the school year we will meet with parents before the start date and introduce you and your child to key members of staff. We will also communicate with the previous school to gain an understanding of your child's progress and needs. We will also carry out some assessment on entry to school to build up a picture of your child's learning.

The school has a good relationship with the secondary schools in the area and information about children and their needs will be shared with them to enable them to plan for the child's needs. Children are given the opportunity to visit their new school before they leave us. Meetings to review the progress of children with EHC Plan will include staff from the chosen secondary school, the pupil, parents and any professionals

involved. This will ensure that a transition plan can be put into place during the second half of the summer term before starting at secondary school.

For more information please look at the Admissions Policy on our website.

14. Who can I contact for further information?

If you have any concerns relating to the school's provision please speak to the Head teacher (Mrs D Greenwood) or the SENCO (Mrs A Whigham). The formal complaints procedure can be accessed through the school website.

The governing body has a designated governor, Mrs Anona Pearson who is responsible for reviewing practice and supporting the SENCO.

Blackburn with Darwen's Local Offer sets out a range of support services available to you and your child. This can be accessed at www.bwd-localoffer.org.uk

15. How will our school evaluate the effectiveness of provision made for SEND children?

All children are tracked termly, as are children who access other interventions. Class teachers review targets on IOP's at least termly and report to SENCO evaluating the IOPs in preparation for the review. This information helps us as a school to judge whether our provision is helping the children who we have been targeted to make progress. We believe whole-heartedly that any additional interventions introduced to support children with additional needs must be seen to make a difference.

16. If a parent has a complaint about SEND arrangements

A child's class teacher and the SENCO will work closely with parents at all stages in his/her education and should be the first port of call in case of any difficulty. If concerns cannot be resolved by the usual school procedures then parent can request support from the Parent Partnership Service who may involve the Independent Disagreement Resolution Service. School will provide parents with relevant information.

17. Admission arrangements

All admissions to St Aidan's Primary School-A Church of England Academy are based on the school's Admissions Policy. There is no differentiation made between pupils with or without special educational needs or disabilities. Parents/carers seeking the admission of a pupil with mobility difficulties are advised to approach the school in advance so that discussion and planning can take place.

Amanda Whigham

SENCO

June 2019