

## St Edward's CE Primary School

### Special Educational Needs and Disabilities (SEND)

#### **What are special educational needs and disabilities (SEND)?**

Many children find difficulty in learning at some time during their school life. A pupil has a 'Special Educational Need or Disability' (SEND) where their learning difficulty or disability calls for special educational provision; that is provision different from or additional to that normally available to pupils of the same age. The broad areas of special educational needs that we support in school are:

- Social, emotional and mental health difficulties
- Cognition and learning difficulties
- Physical or sensory difficulties
- Speech, language and communication difficulties



Difficulties in these areas can be barriers to learning and children who require additional support over and above quality first teaching will be put on our Special Educational Needs Register. This is a record of all the children in the school in receipt of SEN support.

#### **What is SEN support?**

When a child is placed on our school's SEND Register, they are classed as receiving 'SEND Support' in order to remove barriers to learning and put effective educational provision in place.

This SEN support might include:

- Additional support in the classroom
- Small group or 1:1 learning support
- Support from outside agencies, eg Autism Outreach Service (AOS), Speech and Language therapist, Educational Psychologist

Every pupil on the school's SEND Register has an Individual Education Plan (IEP). They are written and reviewed every half term by their class teacher with personalised targets set to address the child's needs. These

targets are worked on regularly within school and, where possible, as part of their homework. A copy of the IEP targets are given to parents each half term and parents are encouraged to discuss and review their child's support and progress against these targets at any time with either the class teacher or SENDCo.



## **What are Top up funding and EHC plans?**

'Top up funding' is SEND funding available to schools for children and young people with a high level of need for the duration of anywhere from a term to a key stage, depending on need.

If a child has more complex and enduring needs, then a request for a 'statutory assessment' can be made and an Education Health and Care Plan (EHCP) may be agreed. It outlines any special educational needs a child has, and the provision a local authority must put in place to help them. The EHCP sets out the support a child requires from:

- nursery, school or college
- health services
- children's services

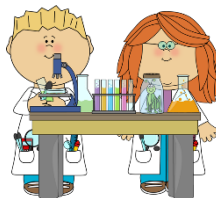
It sets out:

- what a child's special educational needs and disabilities are
- the extra help they need at nursery, school or college – including the school they should go to
- targets for the end results a child should reach in their education, health and the care they need – these are called 'outcomes'

School reviews a child's EHC Plan annually and we invite parents to the review.

## **How do we involve parents and carers?**

We actively encourage partnerships with parents and hold a termly coffee afternoon for parents of children with SEND. The focus of these meetings varies and we often invite external visitors in to share information and advice on specific areas of need.



## **How do pupils participate?**

All children on our SEND Register complete pupil passports at the start of each academic year to inform their new teachers of their strengths and weaknesses, their barriers to learning and what support they may need.

Our SENDCo holds annual interviews with children on the SEND Register to gather their views on the support they are given.



## **Our school SEND procedures:**

Our SEND policy and SEND Information Report (part of the Leicestershire Local Offer) are both accessible on our school website:

<https://stedwards-cd.leics.sch.uk/school-policies/>

## **How do we assess and review progress?**

Our SENDCo holds termly SEN Screening meetings with each class teacher to discuss any concerns regarding children's progress and possible barriers. This is alongside a termly pupil progress meeting held between the class teacher and head teacher to discuss academic progress.

Termly meetings are held between the class teacher and parents of a child on the SEND Register; parents with children on the SEND Register get longer parents' evening slots to allow time to discuss their child's provision and progress.

We measure progress and check the effectiveness of provision through test and assessment data, observations of lessons/social groups and by looking at children's work in books.

## **Outside agencies:**

Our school works with a variety of external agencies to support children with SEND:

Autism Outreach Services (AOS) – A service that offers advice, support, training and direction around Autism Spectrum issues for those involved with young people with a diagnosis of Autism Spectrum. AOS is the East Midlands Hub lead for the Autism Education Trust

([www.autismeducationtrust.org.uk](http://www.autismeducationtrust.org.uk)) and provides all of their training and extension training of their own. We work closely with our key link adviser, Dave Philippides, and can access specific advice for a child once a diagnosis is in place.

Leicestershire Educational Psychology Services – We access support from an Educational Psychologist to investigate possible diagnoses for individual children and for advice and recommendations of interventions which will help children learn.

Speech and Language Therapy Services – We work closely with the Speech and Language Therapy Service to support children with speech, language and communication needs.

Oakfield Outreach Service – We access support from Oakfield Outreach Service for support with children with challenging behaviours.

Ashmount Outreach Service – Ashmount Outreach Service provide us with advice to help us meet the precise and specific needs of pupils with a range of learning difficulties.

Specialist Teaching Services – The Local Authority provides support and advice on hearing, vision, assistive technology and dyslexia.

North West Leicestershire Public Health (School) Nurse Team - regular drop-ins are arranged at school to provide support for parents and carers on a wide range of topics, including healthy eating, child development, emotional health, behaviour difficulties and parenting concerns.

### **Social, Emotional and Mental Health (SEMH) support:**

Mrs Boll and Mrs Faulkner run small social groups throughout the year. These groups focus on helping children with:

- Friendships
- Self-esteem
- Recognising and dealing with emotions in ourselves and others
- Communication



Some children have access to 1:1 counselling sessions with Mrs Faulkner, who is currently undertaking a Masters Degree in Childhood Counselling.

Children who find the unstructured lunchtimes difficult also have access to a daily, adult led lunchtime club.

### **Staff training:**

Staff have received training in the following areas:

#### **Autism Education Trust:**

Tier 1 Making Sense of Autism – all school staff have received this level of training.

Tier 2 Good Autism Practice – Several members of staff who work closely with children with ASD have received this level of training.

Tier 3 Leading Good Autism Practice – our Headteacher and Senco have both received this training on how to lead on this area in school.

#### **Team Teach:**

Several members of teaching and support staff have received this training on positive behaviour management.

#### **Precision Teaching:**

All teaching staff have received training on Precision Teaching, a teaching programme which improves children's fluency and accuracy.

### **Transition:**

We understand that transitions can be particularly difficult for pupils with special educational needs and we work closely with the SENDCo and Head of Year 7 at Castle Donington College to ensure as smooth a transition as possible for our Year 6 children. Additional visits are arranged for some children with a staff member from our school;

these visits give the children an opportunity to navigate around the school buildings, listen to the school bell and watch a Year 7 assembly. The Head of Year 7 and SENDCo also come to visit all our Year 6 children and children are provided with information and given the opportunity to ask questions. We also invite the



Head of Year 7 to our Spring Term SEND parent coffee morning to discuss any parent concerns surrounding transition.

If your child is moving schools to a new primary school, or coming from another primary school then we will always endeavour to talk to the relevant staff in person and ensure all support needs are in place.

We have close links with our local preschool settings. Prior to a child starting in Foundation Stage, we visit them at their preschool setting to get to know their needs. Children with EHCP plans will have transfer review meetings for secondary school and nursery transitions.

### **Further information and advice:**

**SENDIASS** - Special Educational Needs and Disabilities Information Advice and Support Service (SENDIASS) provides free impartial, confidential and accurate information, advice and support about education, health and social care for children, young people and their parents on matters relating to special educational needs and disability.  
<https://www.kids.org.uk/sendiaass>

### **Local Authority:**

**Special Educational Needs Assessment service (SENA)** - Phone: 0116 305 6600 Email: [senaservice@leics.gov.uk](mailto:senaservice@leics.gov.uk)

**Specialist Teaching Services** (Autism Outreach support, Learning support, Hearing and Vision support) Tel: 0116 3059400

### **Support for Mental Health:**

**Child and adolescent mental health service (CAMHS)** Leicestershire and Rutland Team 0116 2952992

**Young Minds** helpline: Tel: 0808-802-5544

### **Support for ASD:**

<https://www.autism.org.uk/>

<https://www.autism.org.uk/about/family-life/parents-carers.aspx>

<https://www.leicestershireautisticsociety.org.uk/>

### **School Nurse:**

North West Leicestershire Public Health (School) Nurse Team, Coalville Health Centre, 0116 215 3250

### **Support for ADHD:**

<https://www.adhdfoundation.org.uk/information/parents/>

<http://cmsms.adhdsolutions.org>

General Info on ADHD - <http://www.adders.org/info170.htm>

Self-esteem - <http://www.adders.org/info79.htm>

Managing ADHD - <http://www.adders.org/info58.htm>

### **Support for Dyslexia:**

Leicestershire Dyslexia Association - <http://ldadyslexia.org.uk/>

<https://www.bdadyslexia.org.uk/advice/children/how-can-i-support-my-child>

<https://www.understood.org/en/school-learning/learning-at-home/homework-study-skills/8-working-memory-boosters>

### **Support for Motor Co-ordination Disorder/Dyspraxia –**

<https://dyspraxiafoundation.org.uk/>

<http://www.movementmattersuk.org/>

### **Support for Dyscalculia –**

<https://www.sess.ie/categories/specific-learning-disabilities/dyscalculia/tips-learning-and-teaching>

<https://www.bdadyslexia.org.uk/dyslexia/neurodiversity-and-co-occurring-differences/dyscalculia-and-maths-difficulties>

### **Support for Speech and Language –**

<https://www.tamesidehospital.nhs.uk/our-services/community-services/speech-and-therapy.htm>

<https://www.thecommunicationtrust.org.uk/>

