

In our school every day we learn, love and pray.

SEN AND DISABILITIES

A report from the Governors of St. Edmund's Roman Catholic Primary School on the effectiveness of the arrangements for pupils with special educational needs and disabilities.

February 2018

The School's Aim

At St. Edmund's Roman Catholic Primary School our aim is to ensure that we are an educationally inclusive school in which the teaching and learning, achievements, attitudes and well-being of every young person matters. We take account of pupils' varied life experiences and needs, monitor and evaluate the progress each pupil makes, identify where extra provision and support is necessary and take practical steps to meet pupils' needs effectively.

We have various policies to help us to achieve this aim including the school SEND Policy for Pupils with Special Educational Needs (reflecting the DfES Code of Practice) and The Disability Access Policy (in response to the Disability Discrimination Act) and the Equality Policy.

These are supported by our Behaviour and Anti-Bullying Policies in our wider aim for inclusion.

These policies are available on the website for parents / carers to look at.

The SEND Policy

The SEND Policy outlines our aims and all our arrangements for its coordination and management. It describes the systems we have to identify, assess and provide for pupils with special needs and to make sure that we are working in partnership with the pupil, you the parents / carers, other agencies and professionals and other schools to which our pupils may transfer.

About our school

St. Edmund's Roman Catholic Primary School provides for children and young people with a wide range of special educational needs including those with:

- **Communication and interaction needs:** This includes children who have speech, language and communication difficulties including autistic spectrum conditions.
- **Cognition and Learning needs:** This includes children who have learning difficulties and specific learning difficulties like dyslexia, dyspraxia and dyscalculia.
- **Social, Emotional and Mental Health needs:** This includes children who may have behaviour difficulties relating to emotional conditions such as anxiety or depression.
- **Sensory and/or Physical needs:** This includes children who have visual or hearing needs, or a physical disability that affects their learning.

As a school with a strong Christian ethos, we acknowledge and celebrate the fact that each child is unique and is a valued member of our school community.

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The staff

We have a Special Needs Coordinator (SENCo), Mrs Demarchi. She is the Early Years Foundation Stage Coordinator and teaches part time in Reception. She has allocated time each week for the SENCo role. We currently employ 15 teaching assistants to support children's learning. The work of the Teaching Assistants continues to be varied. They may support our pupils with special needs in the classroom, work supporting small groups or on a one to one basis or during break or lunchtimes.

The Headteacher and school SENCo lead the overall monitoring and progress of pupils with special educational needs. A number of outside agencies (including the Educational Psychology Service, the Speech and Language Therapy Service and Occupational Therapist) further support school provision; although elements of some of these services now have to be 'bought in' by the school.

The pupils

At this time the total number of pupils on the SEN register represents 11% of the school's population. In February 2018 there were 22 children from Year 1 – Year 6 on the register, although this number fluctuates throughout the year as children are added, or removed from, the register.

When children are identified, good liaison between the SENCo, other professionals, class teachers and parents ensures the provision of a well-constructed Pupil Profile outlining strengths and needs which travels through from class to class as they progress through the school showing academic attainment and progress. Those children identified as having SEND needs have individual targets and review meetings three times a year, in addition to the standard parent consultation evenings. The school actively seeks to work with parents and values the contribution they make. Individual pupil's progress is monitored through termly reviews, annual reviews and regular assessments. Data from all classes and all pupils is regularly scrutinised by Governors, the SENCo and the Headteacher.

We currently have two children on statements and one child on an Education Health Care Plan. The two statements will be converted to Educational Health Care Plans within the next 6 weeks.

How do we identify and give extra help to children and young people with SEND?

The school uses Oxfordshire County Council's guidance 'Identifying and Supporting Special Educational Needs in Oxfordshire Schools and Settings'.

The guidance sets out:

- How we identify if a child or young person has a special educational need.
- How we assess children and plan for their special educational needs, and how we adapt our teaching.
- Ways in which we can adapt our school environment to meet each child's needs.
- How we review progress and agree outcomes and involve you and your child in this.



More detailed information can be found by clicking on the link below:

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<https://www.oxfordshire.gov.uk/cms/sites/default/files/folders/documents/childreducationandfamilies/educationandlearning/specialeducationalneeds/SEND/CompilationFoundationYearsandPrimary.pdf>

Pupil Premium

A separate report is produced evaluating how the Pupil Premium Grant is spent and what impact this has on the most vulnerable pupils in the school. See the Pupil Premium report and strategy on the school website.

Adapting the Curriculum

We offer a broad and balanced curriculum for all children and young people including those with SEND. Please look at the school website for information on the broad and creative curriculum the children enjoy. Teachers are responsible for the progress of all children and lessons are carefully differentiated to ensure success and progress for everyone. Teachers have regular pupil progress meetings with the Headteacher and are involved in writing pupil profiles and pupil reviews. The use of physical resources, such as Numicom in Maths, is encouraged to increase confidence and enable children to become independent learners.

More information on the way we adapt the curriculum for children with SEN and disabled children is set in the Equality and Disability Access Policies which can be found on our website or requested as a paper copy from the school office. The school offers a variety of intervention programmes in addition to the core curriculum to boost and support children's learning. These are usually delivered by a specially trained Teaching Assistant or teacher and are monitored by the SENCo. These interventions may support a particular aspect of learning such as reading and comprehension or Maths but we also offer social/nurture groups to enable children to develop communication and social skills and increase their self-esteem.

Different interventions run alongside the curriculum to suit individual needs. The school is well equipped with small inclusion rooms to work with groups of children.

Pupil progress:

- The Headteacher makes a detailed analysis of Fischer Family Trust (FFT) and ASP as well as school tracking data and shares outcomes of this with staff and Governors.
- September 2015 saw the introduction of the comprehensive new system of assessment without levels. This gives clear information to parents about targets being set for reading, writing and Maths (target cards are sent home weekly for children in years 1-6) and the data shows whether children are emerging, expected, exceeding or mastering in their grasp of the current curriculum. The target card system is monitored and evaluated with changes made as necessary.
- In KS2 SAT results at the end of Year 6, 25% of children on the SEND register attained the expected standard in Reading, (national was 72%) and 25% scored at greater depth (compared to 25% nationally). In Writing, 75% attained the expected standard (national level was 76%). In Maths, 75% achieved the expected standard compared to 75% nationally. In SPAG 50% attained the expected standard compared to 77% nationally.

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- In phonics screening for Year 1, 43% of SEND children achieved the expected standard, compared to the national average of 81%.

Admission Arrangements

The school's admission policy can be found on the school website. The Governors of St. Edmund's Roman Catholic Primary School support the notion that wherever possible all pupils with Special Educational Needs should be educated in mainstream schools provided that the following criteria apply: -

- a. Account must be taken of the views of the parents of the child
- b. That the pupil's Educational Needs can be met in the school
- c. Placement must be consistent with the education of other pupils in school
- d. That the appropriate resources are available including staff and equipment

The school implements the Equality Policy to ensure that all pupils are entitled to the full range of activities.

Pupils with disabilities

Pupils with disabilities are those who have, 'a physical or mental impairment which has a substantial or long term adverse effect on that person's ability to carry out normal day to day activities.' This may include physical and mental conditions and learning disabilities.

The Disability Rights Commission issued the new Code of Practice for schools in July 2002, in line with the amended Special Educational Needs and Disability Act 2001. We continue to endeavour to meet the needs of pupils with disabilities within the school environment through our School Access Plan and our Disability Equality Scheme. The Disability Access Policy is available on the school website. The school premises are all on one floor with an access ramp and two disabled toilets.

Governor with responsibility for SEN: Maureen Nixon

Mrs Demarchi – SENCo

Date: February 2018