



SEND REPORT.

SEND ANNUAL REPORT 2018/19 FOR ST. CHAD'S RC PRIMARY SCHOOL.

St. Chad's is an inclusive Roman Catholic Primary School which aims to ensure that the needs of all its pupils are met.

You will find a copy of our SEND Policy on our school's website or it can be made available to you from our school office in an electronic or paper format.

You will find our Local Offer on Manchester Local Authority's Website.

The Kinds of SEN that we provide for.

Currently, St Chads provides for a range of additional needs. These include.

- **Communication and interaction**
- **Cognition and Learning**
- **Social and Emotional Health Issues.**
- **Sensory Difficulties**

AIMS.

It is the aim of our SEND policy to ensure that all pupils have the best educational opportunities to enable them to achieve to their full potential. We strive to remove barriers to learning which restrict pupils progress.

We want all pupils to make progress and we value the importance of providing our SEN pupils with the right social and emotional development.

In line with the SEN Code of Practice 2015 we respond to SEN through the four part cycle approach where decisions and actions are revisited, refined, and revised with a growing knowledge and understanding of the pupil's needs.

Children with disabilities

We acknowledge that not all children with SEN have disabilities. Our teachers take care to ensure that children with disabilities are able to participate as fully as possible in all areas of the curriculum and statutory assessments.

Staff and leaders identify potential areas of difficulty from the outset so as to avoid the need to disapply any pupil from statutory assessment.

Teachers plan provisions that take into account a pupils disabilities and this may mean that they are given longer to complete a specific task. There will be opportunities to develop areas of the skills aspect of learning by adjusting and modifying practical tasks to be specific to needs.

LAC Pupils

Looked after Pupils who have SEN are supported through a PEP,(Pupil Education Programme) and within the documentation will be information related to how the school supports the pupil's specific needs. The school will work with the LA, Foster Carers and Social Services to ensure that clear targets are provided and adhered to that enable the pupil to where possible aspire to achieve to ARE,(Age Related Expectations).

Adaptation to the curriculum and the learning environment for children with SEN.

We provide a curriculum that is differentiated to meet the needs of all our pupils and celebrates their achievements. Differentiation may take different forms including

- Pace of lesson
- Lesson objectives
- Different resources
- Varying teaching approach
- Support from LSA
- Group work
- Working in a different learning environment.

The aim of differentiation is to enable all pupils to have realistic chance to achieve to Age Related Expectations, (ARE).

The physical environment. Supporting pupils and staff with disabilities.

The school is accessible to all and can accommodate wheel chairs, walking frames and other support frames. It has an accessible toilet which can be used as a changing area. It is all on one level and no area of pathway is restricted by steps or stairs.

Support for improving social and emotional development.

Staff at St. Chads are mindful of children's circumstances and where required put in individual support,(specialist). This may include the use of access to a small group led by a TA or where required 1-1 support. We use a range of programmes and services to support pupils in their social and emotional development.

Arrangements for consulting parents of children with SEN and involving parents in their child's education.

Throughout the school year, there are opportunities for parent consultations where Teachers will go through individual PCPs,(Pupil Care Plans) and also report on progress. The school SEND Lead is available during parent's evenings and after school operates an appointment based system. During the day the SEND Lead is available to speak to parent's whose child's SEN is concerning them.

Parent are always informed if school staff consider that their child has an additional need and will be involved where possible with assessment of that need.

Progress and outcomes by external agencies will always be shared with parents and all assessments can only go ahead with written authority from parents.

Arrangements for supporting pupils with ECHP and in SEN Pupils moving phases of Education

The progress of pupils with an ECHP is discussed at the pupil's annual review. However all SEN Pupils are reviewed. This includes for Year 5 pupils discussions regarding transition to secondary school. For pupils in Year 6, the high school, where possible is invited to attend the annual review. In relation to internal Phases,(EYFS to KS1 and KS1 to KS2) Phase Leaders meet with staff to assess support and resources needed as SEND pupils progress through the Key Stages.

Arrangements for consulting children with SEN and involving children in their education.

Targets set for pupils with an additional need are reviewed with the pupil. These targets are achievable, but also need to be challenging enough to enable the pupil to make measured progress against ARE.

Arrangements for assessing and reviewing children's progress towards outcomes

PCP, Pupil Care Plans are written and reviewed in line with the above graduated model. This could include short or long term targets. The PCPs are shared with parent/carers and reviewed every half term.

Identifying whether a pupil has SEN.

- Concerns raised by parent/carer
- Concerns raised by Teacher or SLA
- Concerns raised by a previous school/setting
- Significantly lower than expected levels and/or rate of progress.
- Behaviour issues related to unusual traits/characteristics
- Low self esteem
- Information gained from visit by other professionals

Additional Assessments

- Reading Age Tests

- Phonic screening
- NFER Testing
- Observations by SEND
- Observation by external bodies

SEND Funding

The school's SEND funding is overseen by the SEND Lead and spent through the SLT's deployment of internal staff, (LSA's, and Teachers), external staff such as Educational Psychologists, Counsellors, Speech and Language Teams etc. Funding is also allocated in ensuring that effective staff training and differentiated resources are provided for.

PUPIL PREMIUM

Where pupils with SEND are also eligible for Pupil Premium, personalised interventions are put into place for these pupils.

Work with external agencies

At St. Chad's we work with a range of external agencies including

- Educational Psychologist
- SALT
- Specialist SEND teachers from Manchester LA
- CARITAS counsellors

Admissions

Our Admissions policy is inclusive of all pupils and can be down loaded from our school website.

LAC Pupils

Look after Pupils who have SEN are

School SEND Lead

At present the Head Teacher is temporary holding the post of SEND and will be replaced in January 2020 by the new SEND Lead, Mrs. Megan Carlson.

Complaints procedures.

If a parent/carer is not satisfied that their child's SEN are being met then they have the right to complain to the Head Teacher.