

WHAT KINDS OF SEND DOES OUR SCHOOL CATER FOR?

Additional to and/ or different provision is currently being made in school for children with a range of needs, including;

- Communication and interaction (such as autistic spectrum condition and speech and language difficulties)
- Cognition and learning (such as dyslexia, dyspraxia and dyscalculia, moderate learning difficulties and global development delay)
- Social, emotional and mental health (such as ADHD, ADD, attachment disorders, emotional difficulties, mental health difficulties)
- Physical and sensory (such as hearing, vision and sensory processing difficulties)

WHO IS THE SEND CO-ORDINATOR?

Our SENCO is Mrs Kelly Satchwell. Our SENCO is supported by our SEND link Governor Christopher Ingamells, who monitor SEND provision throughout our school.

WHAT SHOULD I DO IF I THINK MY CHILD MAY HAVE SEND?

If you think your child may have SEND;

- Speak to the class teacher to see if they share your concerns. They will be able to offer you some advice and strategies on how to support your child with their learning at home.
- Make an appointment to see the SENCO.
- If you have a medical concern about your child, make an appointment to see your GP and please inform the school of the outcome if you feel this is appropriate to their learning and development.

WHAT DOES ST CHARLES CATHOLIC PRIMARY SCHOOL DO IF THEY THINK MY CHILD MAY HAVE SEND?

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

1. The progress of every child is monitored at regular pupil progress meetings. Where children are identified as not making progress in spite of Quality First Teaching they are discussed with the SENCO
2. Class teachers are continually aware of children's learning. If they observe that a child, as recommended by the 2014 Code of Practice, is making less than expected progress, given their age and individual circumstances, they will seek to identify a cause. This can be characterised by progress which: is significantly slower than that of their peers starting from the same baseline; fails to match or better the child's previous rate of progress; fails to close the attainment gap between the child and their peers.
3. Parents sometimes ask us to look more closely at their child's learning. We take all parental requests seriously and strive to investigate them all. Frequently, the concern can be addressed by Quality First Teaching or some parental support. Otherwise, a graduated response is implemented by school. This may result in the child being placed on the SEND register at SENS. (Special educational needs support) The SENCO or other trained staff may need to undertake a range of standardised tests with children. These assessments can be used to add to and inform teachers' own understanding and assessments of a child. Although the school can identify special educational needs, and make provision to meet those needs, we do not offer diagnoses. Parents are advised to contact their GP if they think their child may have an underlying medical condition or disability.

HOW WILL ST CHARLES CATHOLIC PRIMARY SUPPORT MY CHILD?

At St Charles we are mindful of and comply with the LA Inclusive Provision for SEND Pupils in Mainstream Schools document (August 2016), which outlines the key ways in which pupils should be supported in class. This includes:

Quality First Teaching

High quality teaching that is differentiated and personalised whenever possible to meet the individual needs of the majority of children and young people. We believe that all children learn best with the rest of their class. Our aim is for all children to be working independently in class with their peers. Children with SEN and disabilities are entitled to be taught by their teacher, not always by a Teaching Assistant (TA).

Differentiation with adult support

Some children and young people need educational provision that is additional to, or different from Quality First Teaching i.e., Special Educational provision. When allocating

additional TA support to children, our focus is on outcomes, not hours: we aim to put in sufficient support to enable the child to reach their challenging targets, but without developing a learned dependence on an adult.

Provision and interventions

The school has a range of interventions available which are carefully considered to meet the needs of children at different ages and stages. When considering an intervention, we look first at the child's profile of learning in order that we can select the intervention which is best matched to meeting the child's needs. Targets for children at SENS are deliberately challenging in the attempt to close the attainment gap between the children and their peers. Interventions are often crucial in closing these gaps, so are monitored closely by both the class teacher – who monitors progress towards the targets during the intervention. Children on the SEND register have a pupil passport to record their views of their learning where possible, their targets and adult support to help them meet these and a record of their progress.

HOW WILL THE CURRICULUM BE MATCHED TO MY CHILD'S NEEDS?

All of our children access the full National Curriculum at their own level and we recognise achievement and expertise in all curricular areas. As part of normal class differentiation, curriculum content and ideas can be simplified and made more accessible by using visual, tactile and concrete resources. All of our classrooms are inclusion-friendly; we aim to teach in a way that will support children with tendencies towards dyslexia, dyspraxia, ASD etc. This is good practice to support all children but is vital for those who particularly need it.

WHAT SUPPORT WILL BE AVAILABLE FOR MY CHILD'S OVERALL WELL-BEING?

If your child is felt to have long-term social, emotional or mental health needs - for example with anger management - the school offers sessions with our Emotional Literacy Support Assistant (ELSA) with Mrs Mills. An Educational Welfare Officer (EWO) will support you with your child's school attendance if required.

All children's behaviour is responded to consistently in line with our Behaviour Policy, although reasonable adjustments are made to accommodate individual needs. The school has a zero tolerance approach to bullying, especially towards children with SEND. We will actively investigate all allegations and, if there is cause, work with both the bully and the victim to improve their social skills.

HOW WILL BOTH YOU AND I KNOW HOW MY CHILD IS DOING?

At St Charles Catholic Primary we aim to have good and informative relationships with all of our parents. If a child is experiencing difficulties, parents will be informed either at parents' meetings (Autumn and Spring terms) or during informal meetings to discuss your child's progress. For children with SEND they will be given a Pupil Passport that sets SMART targets according to their needs. These will be discussed and reviewed with parents at an additional Spring parents meeting. They will then be reviewed at the end of the year and sent home with your child's school report.

Children receiving interventions will have their progress tracked throughout the time they are receiving the support. Parents are asked to contribute their views to their child's pupil passport. To share strengths and difficulties and to identify progress towards targets.

A formal written end of year report will be sent at the end of the summer term. Other informal meetings may be scheduled at other times throughout the year and parents are welcome to seek advice and support about their child at any pre-arranged time.

WHO CAN ST CHARLES CATHOLIC PRIMARY SCHOOL CONTACT IF THEY NEED EXTRA SUPPORT OR ADVICE FOR HELPING MY CHILD?

The school is able to access more specialist help and additional expertise from the LA. This includes support from education, health and social care professionals such as:

- Educational Psychologist Joe Dawson STACMAT Educational Psychologist Learning,
- Emotional and Mental Health Team
- Speech and Language Therapy Service
- Education Welfare Officer
- Vision Support Team
- CAMHS Hospital School
- ADHD solutions

Profile of pupils with SEND

Year Group	EHCP	SEN Support
EYFS	0	0
1	0	1
2	2	4
3	0	3
4	0	1
5	0	4
6	0	8
7	0	1

Total number of pupils on SEND register = 22

Areas of need

Some children will have more than one area of need

Area of Need	Communication and Interaction	Cognition and Learning	Social Emotional Mental Health	Sensory or Physical
EYFS	0	0	0	0
Key Stage 1	3	4	4	2
Key Stage 2	4	17	7	3
Total	7	21	11	5

Overall more children in school have cognition and learning difficulties.

Gender of pupils on school's SEND register

Year Group	Boys	Girls
EYFS	0	0
Key Stage 1	4	1
Key Stage 2	10	7
Total	14	8

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Ethnicity

	White British	White - other	Asian	Mixed	Black	Chinese	Other
EYFS	0	0	0	0	0	0	0
KS1	4	0	1	0	0	0	0
KS2	11	1	0	0	0	0	0
Total	17	4	1	0	0	0	0

Term of Birth

Year Group	Autumn	Spring	Summer
EYFS			
1		1	
2		2	2
3		1	2
4	1		2
5	1		3
6	2	1	6
7		1	

Autumn Term = 18.18%

Spring Term = 27.28%

Summer Term = 68.18%

Other vulnerable groups

	EYFS	KS1	KS2
SEN Pupils eligible for Pupil Premium	0	1	4
SEN pupils who are EAL	0	1	1

Staff skills

Summary of CPD for SEND 2021 - 22	
Teaching Staff:	Learning Support Assistants:
Reading Inference Training Dyslexia Awareness training Language and Communication Leading a Mentally Healthy school	ELSA RWI intervention. 1 to 1 support RWI training ASD and sensory processing difficulties Dyslexia Awareness 2 Day Mental Health First Aid Lead

Accessibility

Information for Annual Report	Summary of where information may be found:
Admission arrangements for Pupils with SEND	SEND Policy School Offer
Details of steps taken to prevent pupils with disabilities from being treated less favourably than other pupils	SEND Policy
Details of facilities provided to assist access to the school by pupils with disabilities	Accessibility Plan

Attendance

Whole school attendance = 93.63%

Attendance of pupils with SEND =

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Achievement & progress of SEND pupils 2021- 22

Reading	Below National Standards	Working Towards	Expected	Mastery
Year 1	1	1	0	1
Year 2 SATS	2	0	0	0

Maths	Below National Standards	Working Towards	Expected	Mastery
Year 1	1	1	0	1
Year 2 SATS	2	0	0	0

Writing	Below National Standards	Working Towards	Expected	Mastery
Year 1	1	1	1	0
Year 2 SATS	2	0	0	0

Key Stage 2:

Reading	Below National Standards	Working Towards	Expected	Mastery
Year 3	1	0	0	0
Year 4	3	0	0	1
Year 5	1	2	2	3
Year 6	3	0	1	2

Writing	Below National Standards	Working Towards	Expected	Mastery
Year 3	1	0	0	0
Year 4	1	2		1

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Year 5	1	3	3	0
Year 6	4	0	2	0

Maths	Below National Standards	Working Towards	Expected	Mastery
Year 3	1	0	0	0
Year 4	1		2	1
Year 5	1	3	1	3
Year 6	3	2	1	0