



St Nicholas CEVC Primary School SEND Report



In all aspects of school life, our school vision is key to ensuring that St Nicholas CEVC Primary School offers the best education for every child in our care. Our spiritual and ethical ethos, and our 'wholesome' approach to the school's curriculum is rooted in our motto:

'Excellence for all, Excellence from all' and will achieve this by:

- Setting ambitious targets for all children and staff
- Continually looking for ways to improve
- Having high expectations of behaviour from all
- Providing an engaging curriculum with opportunities for learning in a variety of contexts
- Striving for all lessons to be focussed and engaging to allow all children to achieve
- Supporting deeper levels of understanding so that children can apply learning across subjects

Special Educational Needs and Disability (SEND) Profile

The Code of Practice defines SEN as:

'A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

• Have a significantly greater difficulty in learning than the majority of others of the same age:

or

• Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream school'.

What support can you expect for your child?

At St Nicholas CEVC Primary school, we are committed to meeting the needs of all children including those with special educational needs. There is an expectation that all children, regardless of their specific needs, should be offered inclusive teaching which will enable them to make the best possible progress in school and feel that they are a valued member of the wider school community.

We are a school where the hopes and ambitions are for all children with or without Special Educational Needs and Disabilities (SEND). We are passionate about every single child making their best progress in order to succeed and be ready for the next stage of their educational journey.

We believe that the provision for children with Special Educational Needs or Disability (SEND) is a whole school approach - every teacher is a teacher of SEND and we aim to raise the aspirations and achievements of all pupils. We have a responsibility to enable all children to have equal access to our Wholesome Curriculum and to experience success.



This report outlines how the needs of SEN pupils are met, as determined by school policy and range of provision we offer.

The Children and Families Bill came into force in September 2014. From this date, Local Authorities and schools are required to publish and keep under review information about all services they expect to be available for children and young people with Special Educational Needs and Disabilities (SEND) aged 0-25. This is called the 'Local Offer'. The intention of the Local Offer is to provide choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision available to them in the local area. You can access the Local Offer at:

<https://www.medway.gov.uk/info/200307/localoffer>

How do we achieve this?

Information and Guidance: Who should I contact to discuss the concerns or needs my child?

Class Teacher	He/she is responsible for: <ul style="list-style-type: none">• Providing high quality teaching including adapting the curriculum to meet the needs of all children.• Checking on the progress of your child and identifying, planning and delivering any additional support your child may need to support their progress.• When appropriate, writing special educational and/ or additional needs plans to prioritise and focus on the individual child's learning needs. Setting targets, identifying adaptations and strategies to meet those targets and reviewing progress on a termly basis.• Reviewing the class provision map which identifies any child who is receiving support.• Regularly reviewing class adaptations/ support and their impact.• Meeting with and keeping parents informed of any adaptations/support their child might be accessing.• Ensuring that all staff working with your child in school are helped to deliver the planned work/programme for your child, so that they can achieve the best possible progress.• Attending Child Progress Review meetings with the SENDCo on a termly basis (and more frequently if required) to discuss the specific needs, progress and provision for our children with SEND. Making reasonable adjustments to child provision as appropriate.• Meetings with the SENDCo to review EHC plans as appropriate.• Attending professional's meetings with agencies as appropriate.• Ensuring that the school's SEND procedures, policy and SEND offer is followed in their daily classroom practice and for all children they teach with SEND.
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SENDCo:
Mrs Gates

If you have concerns about your child, you should first speak to your child's class teacher. You may then be directed to our SENDCo.

SENCO responsibilities:

- The day to day operation of the SEND policy and the management of the provision made for children with SEND.
- Overseeing and co-ordinating the provision for children with SEND.
- Setting up and maintaining on a termly basis, class provision maps which provide an overview of the children who are receiving any additional or adapted support.
- Setting up and maintaining the school's SEND provision tracking system on a termly basis to monitor the impact and progress of children accessing additional/adapted support.
- Advising staff on the graduated approach to providing SEND support.
- Advising staff on strategies and provision to ensure Quality First Teaching for SEND children.
- Maintaining and updating the records of children with SEND.
- Maintaining and disseminating notes from all professionals' meetings.
- Providing and accessing specialist support and training for staff in school to ensure that they are skilled and confident about meeting a range of needs. This includes leading meetings for both teaching and support staff.
- Liaising with a range of outside agencies who can offer advice and support to all staff to enable them help children overcome any difficulties. These agencies include the Educational Psychologist, Speech and Language Therapists, School Nurse and Occupational Therapists (this involves completing detailed referrals and reports to give a full and comprehensive picture of the children's needs).
- Ensuring the school's SEND register is up to date. This is reviewed on an ongoing basis.
- Along with the class teacher, writing termly class IEPs (Individual Education Plans) which detail the specific needs and the additional/adapted provision which will be put in place to support the child's progress, as well identifying key actions (next steps) in response to the child's needs.
- Liaising with other schools for transition e.g. from Nursery or to secondary school.
- Liaising with specialist schools to seek advice and guidance for specific children.
- Accessing Local Authority initiatives and Local Offer as appropriate.
- Advising on the deployment of the school's delegated budget and other resources to meet children's needs effectively.
- Assessing or organising further assessments of children where there are additional concerns. This may involve referrals to outside agencies.
- Tracking and analysing the progress and attainment of SEND children across the school.
- Writing Individual Health Care Plans in collaboration with parents, school staff and medical professionals as appropriate.
- Attending review meetings with parents, school staff and other professionals.
- Supporting staff to develop high quality first teaching and to evaluate the impact of the provision for children with SEND across the school.
- To monitor that agreed actions and practices to support children are in place.



- Writing Education Health Care assessment applications as well as leading the termly EHC Plans reviews (amending outcomes and provision as required) this includes working in partnership with a number of professionals as well as with parents.
 - Applying for additional support for SEND children, including additional funding applications.
- Ensuring that parents are:**
- Involved in supporting their child's learning and access.
 - Kept informed about the range and level of support offered to their child.
 - Included in reviewing how their child is progressing.
 - Attending review meetings with engaged agencies.
 - Consulted about planning successful transitions to a new class or school.

The Graduated Approach – Assess, Plan Do, Review. How can I find out about how well my child is doing?

Quality First Teaching, differentiated for individual children is the first step in responding to identifying those who have or may have SEND. The majority of children can make progress through such teaching alongside any required therapy and health support.

The 'Assess, Plan, Do, Review' cycle is used identify and plan towards supporting children with possibly special educational needs (SEN). Parents/carers are included in this cycle. It's also known as the 'graduated approach'. This will allow them to be fully involved throughout this process in the assessment, identification of need, the best ways to support these needs and measuring the progress made. Some children will show good progress after the first round of support is put in place, but those with more complex needs might benefit from the cycle being repeated several times with adjustments being made to the level of support to meet the child's needs and enable them to make progress.

Assess

The school will monitor and review the progress and development of all children. This will identify any children who may need additional support. Teachers make regular assessments of progress for all children. Where children are making less than expected progress given their age and starting point they should be given appropriate support.

If child isn't making the expected progress, we also draw upon:

- information from their teachers
- the views of the child and their family
- any external services or organisations involved.



Plan

During this step, the Special Educational Needs and Disabilities co-ordinator (SENDCo), the child's teacher and their family should develop a plan/approach to ensure that children with SEN/additional needs or disability receive the right levels of support for their future learning and development. This new support is detailed in an Individual Educational Plan (IEP) or School Based Plan and shared with all staff to support the child.

Do

In this step, the plan is put into practice. This graduated approach is led and coordinated by the SENDCo working with and supporting the child's class teacher to ensure the child's plan is working effectively to support the child.

Review

The impact of the plan is reviewed by teachers, the SENDCo, the child (if appropriate) and their family after 12 weeks. If adequate progress is deemed not to have been achieved, the cycle will be recommenced. The effectiveness of the support and impact on the child's progress will be reviewed and if a child continues to make little or no progress or is not responding to action being taken in school external agencies will be called upon to advise and assist further. However, if adequate progress is made then the child may no longer require extra intervention or support.

Education, Health and Care Needs Assessment

A request for an EHC needs assessment will only be made where the special education provision required to meet the child's needs cannot reasonably be provided from resources available in school. The school will draw upon external agencies advice and contact the local authority SEND team to seek to assess children for an EHC Plan that require significant extra support which cannot be met from resources available in school.

Tests and Examinations: Access Arrangement

For some children, additional arrangements and adjustments can be made to enable them to fully access a range of tests. This might include additional time; rest breaks or the use of a scribe for the KS2 SATs for example. The class teacher with support from the SENDCo and Assessment Lead will inform parents about eligibility and applications for these arrangements.



Curriculum and Teaching Methods: How will teaching be adapted to meet the needs of my child?

- All children are entitled to Quality First Teaching.
- Teachers will have the highest possible expectations for your child and all the children in their class.
- Teachers are skilled at adapting their teaching to meet the diverse range of needs in each class.
- Daily planning considers individual children needs and requirements.
- Adapted learning is approached in a range of ways to support access and ensure that all children can experience success and challenge in their learning. This may include providing additional materials/resources/ support/adapted activities. This may also include putting in place specific strategies to support your child with their learning progress.
- Grouping arrangements are organised flexibly with opportunities for both ability and mixed ability groups to learn together to maximise learning opportunities for all.
- Additional adults are used flexibly to help groups and individual children, with the long-term goal of developing independent learning skills.
- Ongoing monitoring takes place to avoid children becoming over reliant and dependent on this adult support.
- Some provision may change as progress and needs are monitored and reviewed.
- Where provision involving 1:1 teaching or group teaching occur away from the main classroom the class teacher still retains responsibility for the child.

In some cases, and for children who have such a statement in section F of their Education Health and Care Plan, a SEND Teaching Assistant may be allocated. The level of support will be determined by the complexity and severity of the individual child's needs. There will be an expectation that children should develop independent learning skills as far as possible and not become reliant on adult supervision and support.

Staffing Expertise: How skilled are staff in meeting the needs of my child?

There is an on-going programme of training in place to ensure that all teachers and support staff have the appropriate skills and knowledge to support the provision and progress for children with SEND. This is achieved through performance management (identifying any training needs), continuing professional development and induction programmes.

- The school uses specialists and outside agencies such as the Speech and Language Therapy Service, Educational Psychologist Service, Occupational Therapy and medical professionals to deliver training and support for staff.
- Teachers and support staff may also access outside courses led by the Local Authority to develop their SEND skills and knowledge.
- The SENDCo actively engages in a range of opportunities to share best practice and keep abreast of current local and national initiatives and policy to support children with SEND.
- The SENDCo attends the termly SENCO briefings.
- Where appropriate we also seek advice and guidance from local specialist schools and specialist agencies to support with the reviewing and development of provision for children who have the most complex needs.



External partnerships: What support from outside does the school use to help my child?

Our school works with a number of external agencies to seek specialist advice and support to ensure that the needs of all our children are fully understood and met.

These agencies include:

Agency	Description of support
The Speech and Language Therapy Service	<ul style="list-style-type: none">• termly caseload review meetings with the SENDCo• 1:1 initial assessments and reviews• writes and reviews individual speech and language care plans which set specific targets and skills identifying key strategies and activities for children to enable them to achieve their targets• EHCP assessments and reviews• consultations with staff including providing advice and guidance on the delivery of care plans• staff training
LA SEND Team	The team offers advice and support with regard to SEND and statutory procedures including EHC Plans and with accessing additional support for children. In addition to this they provide training opportunities for staff.
The Children's Occupational Therapy Service	<ul style="list-style-type: none">• liaises with the school SENDCo• 1:1 assessment to identify specific needs• reports with recommendations of how best to support the individual child within the school and home setting• In school observations and advisory visits• staff training
Our school's allocated Nurse	<ul style="list-style-type: none">• support with the writing of individual health care plans as appropriate• may make onward referrals to other specialist agencies e.g. SLT, CAMHS, OT
Early Years Inclusion Team	<ul style="list-style-type: none">• offers support in identifying needs early and planning for additional needs at the Early Years Foundation Stage. It works with early years professionals to remove barriers to inclusion and help make sure all children are fully included in the day-to-day activities at their setting.
CAMHS (Child and Adolescent Mental Health Service)	



<p>Medway Early Help/Family Solutions</p> <p>MASH (Multi Agency Hub Help)</p>	<p>CAMHS offers diagnostic assessments and therapeutic interventions as appropriate. Referrals are made by the SENCO and/or specialist agencies such the EP.</p> <p>Our school works with the Medway Early Help/Family Solutions team who offer guidance and support relating to individual children as well as family cases. This may include the completion of an early help referral.</p> <p>This is the agency relating to any safeguarding issues. Initial referrals are made to this hub, who then assess each individual case and then directs the school and family to the appropriate agency.</p>
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Transition: How will the school help my child to move to a new class/year group or to a different school?

Children with SEND can become particularly anxious about 'moving on' so we seek to support successful transition by:

When moving to another school:

- We will contact the new schools SENDCo and share information about special arrangements and support that have been made to help your child achieve their learning goals whilst they attended St Nicholas CEVC Primary school.
- We will ensure that all records are passed on to the new school as soon as possible.
- As part of the preparations for the transition to Year 7, the SENDCo will attend a transition meeting which is held annually. It provides the opportunity to meet, share and discuss your child's needs with their receiving school. A 'pen portrait' will be given to the child's new school as well as their individual SEND files which details the children SEND history.
- The SENDCo will liaise with the receiving school via phone calls, e-mails and meetings.
- Many secondary schools offer additional days for children with SEND in the summer term and/or may visit our school to gain a better understanding of your child's needs and put in place any provision necessary prior to their start date. We actively encourage this practise.
- For those children with an EHCP, their transition programme will be carefully managed with support from the new school.
- Social stories may also be used to help your child with understanding transition. The stories are used at both home and at school.

When moving classes in school:

- An information sharing meeting will take place with the new teacher.
- Opportunities to visit the new class and meet the new teacher and support staff are arranged.
- The use of individual transition social stories may be created and sent home with parent/carers to read during the summer holiday period as part of the transition preparation.



Further information about support and services for children and their families can be found at: [Special Educational Needs and Disabilities \(SEND\) information hub | Medway Council](#)

Access: What arrangements are made to enable my child to benefit and take advantage of the full school curriculum and extra curriculum activities?

We have an accessibility plan in place to ensure that children with SEN and Disability can take part in all aspects of school life and that the school buildings and outdoor spaces are adapted. The school's accessibility plan is updated annually and can be viewed on the school website.

Access arrangements currently include:

- Wheel Chair access - no steps leading into the main building. Ramp for access to the hall. Lift for access to upstairs classrooms.
- Disabled toilet facilities.
- Sensory circuit time.
- Writing slopes, pen and pencil grips and specific handwriting and fine motor skills programmes and exercises are available as required. These supports are recommended by the OT service and/or other medical professionals.
- Adjustments to timetables for some individual children in order to enable them to manage the school day better.
- The use of electric equipment and software as appropriate.
- Individualised access and/or health care plan will be introduced, depending on the needs of the child.

Supporting Children at School with Medical Conditions

St Nicholas CEVC Primary School recognises that children at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some may also have special educational needs (SEN) and may have an Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2015). Where some children have medical conditions, we also liaise with parents to draw up Individual Health Care Plans that are reviewed 3 times a year to ensure their child's health care needs are being met, the plan updated. The school also works closely with any agencies involved. We ensure that all staff in school are aware of these children, their photos and needs are kept in a central place so that anybody working at the school is aware. All medicines such as Epi-pens are kept in a safe place; staff



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regularly receive training on the administration of Epi-pens. Asthma pumps are kept in a central place along with care plans. All medication is regularly checked to ensure it is kept in date.

Governors

It is the statutory duty of the governors to ensure that the school follows its responsibilities to meet the needs of children with SEND following the requirements of the Code of Practice 2015. The Governor with responsibility for SEND is Mrs C Thacker and regularly meets with the SENDCo to discuss SEND matters and to support our school.