



To live, love and learn so that we can be a witness for Christ.'

SEND Information Report

Key People

Mrs Kendall (SENDCo responsible for special educational needs and disability)

Mrs Hipkiss (Head of School – responsible for teaching and learning and the safeguarding of all our pupils)

Mr Flaherty (Executive Head of School- overall responsibility for teaching and learning in school)

Mrs Brady (Family Support, SEMH support and Attendance works within the Inclusion team to support the mental health of individual and groups of children ensure everyone's attendance is 97% or above)

Miss Holland Part of the Inclusion Team – liaises with parents and Education Welfare Office to track and report attendance.

Mrs Nikki Harrison, SEND Governor (works with the SENDCO to ensure effectiveness of SEND provision in school)

Overview

All Solihull maintained schools have a similar approach to meeting the needs of pupils with Special Educational Needs and are supported by the Local Authority to ensure that all pupils regardless of their specific needs, make the best possible progress in school. All schools are supported to be as inclusive as possible, with the needs of pupils with a special educational need/s being met in a mainstream setting wherever possible, where families want this to happen.

St. Andrew's is a one-form Catholic Primary school in Solihull. We hold Christ at the centre of all we do and believe in a holistic approach to the teaching and learning of all our pupils, regardless of need; we are a family based community school and strive to ensure all stake holders are fully informed and involved in the life of the school.

We hope that if you have a child with special educational needs or a disability, this document will help you understand all that we do at St. Andrew's to support your child.

Throughout the document we will explore:

1. What are the different types of SEND (special educational needs and disability)?

2. How are children with SEND supported within our school setting?
3. Who are the different agencies that are used to ensure proper and appropriate support is given to each child with SEND?
4. How is the provision for SEND organised at St. Andrew's school?

The school will provide consistently high quality first teaching for your child and extra support when needed. This provision is monitored vigorously

St. Andrew's uses a range of strategies to monitor the progress of children and to ensure that good teaching is in place for all pupils.

How is this done?

- We track your child's progress through termly pupil progress meetings and teachers are held to account.
- We hold weekly book scrutiny for all classes and provide constructive feedback to teachers.
- We undertake regular classroom observations and learning walks that also include monitoring the different environments.

Teaching and support staff will be able to accurately assess the standard that children are working at, the progress the child has made and differentiate the curriculum accordingly.

What does the school do to support this?

We use a range of criteria and evidence to help us identify the standard children are working at. This might include:

- Using learning continuum toolkits in English and Maths to support small steps progress in learning
- Checking the words children can read and spell independently
- Moderating writing together and with fellow schools to ensure accuracy and external validation.
- Match children's attainment against national curriculum performance indicators
- Use tests and assessments, where appropriate
- Making observations of speaking and listening and assess using 'Wellcomm' if required

This helps teachers plan work for all children to make progress. The work and support will be different for different groups of children.

We use the following to support children with additional needs to become independent learners:

- Adapted tasks and resources in class
- Adapted teaching delivery (focus, communication and language).
- Provision mapped interventions for one-to-one or small group, delivered by trained teaching assistants, planned for by SENDCo and teachers.
- Extra-curricular intervention teaching (before or after school).
- Peer support

What are the four key areas of special Educational Need?

1. Cognition and Learning

This includes general learning difficulties and children and young people, who find learning, thinking and understanding, harder than most other pupils.

Some of the things children and young people with these difficulties might find difficult are:

- Taking longer to learn important skills
- Find it difficult to remember things such as the important words for reading, spell and also remembering their times tables.
- Find it hard to understand how to use letter sounds to read and spell words
- May need more time to think about their answers.

Some children may have a specific learning difficulty in a particular learning area although in their other areas of learning they are achieving well at the standard for their age group.

2. Communication and Interaction

Speech, language and communication needs and this could mean difficulties with speech production, the understanding of language and the expression of language or a combination of all three.

It also includes the social use of language and children with a working diagnosis of autism or autism spectrum disorders including Asperger's syndrome.

Some of the areas that children and young people with these difficulties might find are:

- Talking to and understanding other adults and or children and young people
- Identifying the correct sounds to use in their speech
- Making friends or keeping a friend for a long time
- Following rules made by someone else
- Dealing with changes in the way they usually do things
- Dealing with noises, smells or other sensations around them
- Saying the things that they are thinking
- Understanding what other people mean when they are talking

3. Social, Emotional or Mental Health Difficulties

There are some children who find it difficult to manage their emotions and behaviour in a way that affects their daily life.

Some of areas that children and young people with these difficulties might find are;

- Concentrating on their work for any length of time
- Following school rules
- Sitting still for longer periods of time
- Listening to and following instructions

- Understanding how they are feeling
- Making and keeping friends
- Dealing with their difficulties in a way that does not cause harm to themselves or to others.
- Taking responsibility for the things that they do.

4. Sensory and/or physical needs

Children and young people who have a sensory or physical need and or disability may make it difficult for them to manage their everyday life without support. This may be because of hearing or visual difficulties, physical disabilities or other medical needs.

These children do not necessarily have 'learning difficulties', in that their cognitive functioning may be at age related standard or above yet some children do have associated learning difficulties.

Some of the areas that children and young people with these difficulties might find harder;

- Hearing what others in the classroom or school setting are saying
- Reading words on books, worksheets or whiteboards that are not made bigger or changed to help them
- Moving around without the aid of a walking aid or a wheelchair
- Using pencils, scissors, cutlery and other things that we need to use without changes or support
- Taking medication with/without adults helping them.

2. How are children with SEND supported within our school setting?

We will work in partnership with you to identify the needs of your child and put in place the support including family support if you need this.

The governing body has a duty to ensure that the school adheres to the Code of Practice under the Children and Families Act 2014. This means that the school governors hold the Head of School, Mrs Hipkiss and SENDCo, Mrs Kendall, to account.

The governing body appoints a governor who is specifically responsible for special educational needs to ensure that the school and the SENCO carry out their duties. This governor is David Meehan.

One of the key responsibilities of the governing body is to make sure that the school's policy for children with disability and special educational needs (SEND) is published on the school website. The information on the school website must be reviewed annually by the governing body.

The governing body also has a responsibility to ensure that appropriate safeguarding procedures are in place for all pupils, including those who are on the SEND register.

Your child's progress will be reviewed regularly and you will be invited into school to discuss the outcomes and give your views. Your child's views will also be listened to.

We use a set of criteria to assess some of the children who are working below or significantly below the same level as national curriculum performance indicators. This helps us identify any targets your child may need to make faster progress in speaking and listening, reading, writing and maths. This is called the learning continuum which breaks the curriculum down into bite-size chunks that will be covered in the classroom and through provision mapped interventions at other points in the day.

Learning continuum targets are transferred to your child's individual learning plan and strategies are identified to help them to make good progress. The plan is shared with you and your child and then used by your child's teachers, and by you, to work towards achieving the next target.

We will review your child's progress each term and talk about what has gone well and what might need to be still worked on. Parents are always kept up to date with any changes.

Sometimes we will involve outside agencies such as the Specialist Inclusion Support Service (SISS) who have different teams including ASD (autism spectrum disorder), SEMH (social emotional mental health difficulties), specific learning difficulties (SPLD), speech and language therapists, sensory and physical impairment (SPI) and the occupational therapists. We also use SENTAA to support children with specific learning needs and an Educational Psychologist.

A range of resources will be available in all learning areas to support learning for children operating at different standards.

These are identified on children's independent learning plans and also on the provision map. All classrooms have a range of resources including different types of practical and visual apparatus to support learning and progress.

Where necessary specialised and specific resources will be available to support the learning of children who have significant needs – this may include 1-1 support or individual work stations.

We use visual timetables in all classrooms, so that children understand the sequence of the day in a chronological layout. This supports children who have difficulty with changes in routine.

Sometimes we may need to ask for your permission to involve other qualified professionals to support your child.

The governing body, through the SENCo, ensures that other appropriate agencies are involved in meeting the needs of pupils with special educational needs.

David Meechan, the SEND governor, meets regularly with the SENCo. The SENCo reports regularly to the governing body regarding the number of pupils and their additional needs.

The governing body regularly reviews both policy and the information published on the website to ensure it is up-to-date, parent and pupil friendly and in line with government policy and the Code of Practice.

When another qualified professional works with your child, permission is granted and the member of the outside agency is introduced. Outcomes of any assessments or observations are shared with parents, SENDCo and teaching staff.

The school will try to make sure that children with additional needs and their families are able to take part fully in school trips and social events.

Children with additional needs are actively encouraged to participate in after school clubs.

The school curriculum includes trips out to enrich the experiences children have. We might also have trips out to celebrate the winning House in the term or a marble treat for a class, as part of our Behaviour Policy. Our risk assessments are inclusive of children with SEND and one to one adult support is provided, should this be required.

Parents are consulted regarding specific needs, including those children with medical needs, so that all children have a safe and enjoyable experience.

All children participate in Mass and will participate in their class assemblies and other performances, such as musical performances and Christmas performances.

When we have outside theatre companies in to perform, the additional needs of pupils are considered. Whenever possible, all children join in unless participation, especially around noise level, may cause the child distress and anxiety. We will provide these children with alternative provision.

Individual's areas of responsibility

All school staff will receive appropriate training so they have the knowledge and confidence to support children's needs.

At St. Andrew's we hold a weekly staff meeting. These are used to ensure staff have up-to-date knowledge to teach children of all abilities. Sometimes training is run by specialists e.g. epilepsy training or training by a member of the SSS teams.

Our teaching assistants also receive specialist training.

Different types of support for your child at St. Andrew's

Quality first teaching every day by every class teacher that includes well planned adapted and scaffolded targeted teaching based on effective and rigorous teacher assessment.

For your child this would mean:

- That the teacher has the highest possible expectations for your child and all pupils in their class.
- That all teaching is based on building on what your child already knows, can do and can understand.
- Different ways of teaching are in place so that your child is fully involved in learning in class. The school deploys Kagan strategies throughout the year groups ensuring that all children contribute to lessons and all grow in independence.
- Specific strategies (which may be suggested by the SENCo or outside staff) are in place to support your child to learn.

- Your child's teacher will have carefully checked on your child's progress and will have decided that your child has a gap in their understanding/learning and needs some extra support to help them make the best possible progress – where this is the case, the teacher will seek the assistance of the SENDCo in addressing any need.
- An independent learning plan may be required and learning targets identified. Interventions will be delivered by the teacher and also teaching assistants, which is monitored through the provision map by the SENDCo

All children in school should be getting this as a part of excellent classroom practice when needed.

Specific group work with in a smaller group of children or on a one to one basis

Group work, often called intervention groups by schools, or the one to one intervention may be

- Run in the classroom or in an intervention area outside of class
- Run by a teacher or most often a teaching assistant who has had training or run these groups.

For your child this would mean;

- He/she will engage in group sessions with specific targets to help him/her to make more progress.
- He/she will engage in intervention work for 2-5 times a week at a routine time each day
- He/she will know the adult they work with and be informed of the progress that they are making
- He/she will celebrate their success with stickers and dove points

This type of support is available for any child who has specific gaps in their understanding of a subject or area of learning. This will be identified by the teacher or during pupil progress meetings.

Specialist one to one run by outside agencies e.g. speech and language therapy

- Local Authority services such as Solihull Sensory and Physical Impairment Team including hearing and visual impairment), Autism Spectrum Disorder Team or the Special Educational Needs Teaching Assessment and Advice Team (SENTAA).

For your child this would mean:

- Your child will have been identified by the class teacher/SENDCo (or you will have raised your worries), as needing more specialist input instead of or in addition to quality first provision and the intervention groups.
- You will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward.
- You may be asked to give your permission for the school to refer your child to a specialist professional e.g. a speech and language therapist or educational psychologist. This will help the school and yourself understand your child's particular needs better and be able to support them better in school.
- The specialist professional will work with your child to understand their needs and make recommendations, which may include:

- 🧩 Making changes to the way your child is supported in class e.g. changing some aspects of teaching to support them better.
- 🧩 Support to set better targets which will include their specific expertise
- 🧩 A group run by school staff under the guidance of the SENDCo, the teacher or the outside professional.
- 🧩 A group or individual work with outside professional.

The school may suggest that your child needs some degree of individual support in school. They will tell you how the support will be used and what strategies will be put in place.

This type of support is available for children with specific barriers to learning that cannot be overcome through quality first provision and intervention groups.

Specified Individual support

In some circumstances, this may be provided through an Educational Health Care Plan, (EHCP). This means your child will have been identified by the class teacher/SENDCo as needing a particularly high level of individual or small group teaching which cannot be provided from the budget available to the school.

Usually your child will also need specialist support in school from a professional outside the school. This may be from:

- Local Authority central services such as the ASD team or the Sensory and Physical Impairment team
- Outside agencies such as the speech and language therapy (SALT) service.

For your child this would mean:

- The school (or you) can request that the Local Authority carry out a statutory assessment of your child's needs. This is a legal process which sets out the amount of support that will be provided for your child.
- After the school have sent in the request to the Local Authority (with a lot of information about you child, including some from you). They will decide whether they think your child's needs, (as described in the paperwork provided) seem complex enough to need a statutory assessment. If this is the case they will ask you and all professionals involved with our child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the existing support within school.
- After the reports have all been sent in the Local Authority will decide if your child's needs are severe, complex and lifelong. If this is the case they will write an EHC plan. If this is not the case, they will ask the school to continue with the existing support at school and also set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible.
- The EHC plan will outline the support required and what strategies must be put in place to help your child make progress. It will also have long and short term goals for you child.
- If additional funding is attached to the EHC plan then an additional adult may be used to support your child with whole class learning, run individual programmes or run small groups including your child.
- This type of support is available for children whose learning needs are:

SEVERE, COMPLEX AND LIFELONG

Agencies that work with St. Andrew's School or the school refer to:

Agency or Service	Who They Work With	How School Can Contact Them
Specialist Inclusion Support Service Social Emotional Mental Health Team (SISS SEMH)	Children or young people with emotional, social or mental health difficulties that impacts on their behaviour at school.	School have an allocated worker who they will contact after a parent or carer signs a consent on the referral form.
Specialist Inclusion Support Service autism spectrum disorder team	Children or young people with a diagnosis of ASD.	School have an allocated worker who they will contact after a diagnosis has been given and a

(SISS ASD)		parent or carer signs a consent on the referral form.
Specialist Inclusion Support Service Sensory and Physical Impairment team (SISS SPI)	Children or young people with a diagnosis of sensory or physical impairments including hearing and visual impairments.	School have allocated workers who they will contact after a diagnosis has been given and parent or carer signs a consent on the referral form.
Occupational Therapy	Children or young people with physical difficulties that require regular exercise.	School refer a child to OT with parent or carer written consent. Occupational therapy referral can also come from a doctor, consultant or health visitor.
Specialist Inclusion Support Service Early Years team (SISS EYST)	Children who, in nursery, have difficulty in accessing the curriculum for a variety of reasons.	School refer a child to this team with the written consent from parents or carers. Parents also need to complete lengthy questionnaires that the school will support with the completion with.
SOLAR	Children who have a mental health difficulty	School will make a referral following parent or carer written consent .
ENGAGE	Family support in the home	School will make a referral after parent or carer has given their written consent.
Speech and Language Therapy	Children who have a speech delay or disorder or find it difficult to communicate with others on a one to one basis or within a small group.	A referral can be made to this service by school, your doctor, your consultant or your health visitor. A written consent from the parent or carer is required. Parents are also required to complete a parental questionnaire that the school are happy to help you with.
Specialist Assessment Service	Works with children who have either complex medical and developmental needs or with children and young people where their difficulties may indicate an Autism Spectrum Disorder (ASD).	After school interventions to support a child, and with the involvement of other agencies if necessary, a referral can be made by school to the SAS team. The referral takes a long time to complete and requires the parents or carers to also complete questionnaires. The school work closely with parents. Parents need to give written consent for the referral to be submitted.

The Solihull Local Authority's local offer can be found at:

<https://www.solihull.gov.uk/children-and-family-support/localoffer>