

# Catshill First School and Nursery

## School Information Report

### Children with Special Educational Needs and/or Disabilities (SEND)

At Catshill First School and Nursery we ensure that we meet the individual, learning needs of all our pupils through our quality first teaching and learning, providing differentiated work and a personalised approach. We have high expectations for all pupils, including those with special educational needs and/or disabilities, ensuring the best possible progress for our pupils through an exciting curriculum.

This document is intended to give you information regarding the ways in which we support our pupils, including those with SEND, to enable them to reach their full potential. Some of our strategies, skills and resources are listed below, however, support is tailored to the individual child and provision is modified regularly.

#### What is Special Educational Needs?

A child or young person has a Special Educational Need if they have a learning difficulty or disability which calls for special educational provision to be made for them.

A child or young person is considered to have 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’.

(Code of Practice 2014)

#### How do we identify children as having a Special Educational Need/Disability (SEND)

When children join us at Catshill First School and Nursery we will observe their learning characteristics and how they cope within our learning environment, we will assess their understanding and learning in school and identify any difficulties that might arise. If teachers feel that a child has a special educational need this may be because they are not making the same progress as other pupils that they are forgetting things they previously knew or that they are finding new situations challenging. The earlier we take action and modify our provision, the sooner we can resolve concerns and enable children to succeed. Throughout the identification process the school will liaise with parents to share findings and plan next steps.

#### How we involve pupils and their parents/carers in identifying Special Educational Needs and how we plan to meet their needs

As soon as the school has a concern about a child, initial contact will be made with parents. This gives us the opportunity to discuss similarities and differences between behaviours in school and at home. Where a child would benefit from specific personalised support to meet their needs then the class teacher, with the support of the Special Educational Needs Coordinator (SENCO), will write an Individual Provision Map. This will be shared both with the child and parents. Provision maps are reviewed termly. A meeting will be held with parents on a termly basis to share information, celebrate progress and achievement and plan next steps. Class teachers are always available to discuss any concerns that parents may have.

## **How do we plan to meet the needs of children with SEND?**

The school uses Worcestershire's Ordinarily Available handbook as a guide to identifying if there is a special educational need and/or disability and to help identify the levels of support that should be expected.

This covers the four broad areas of SEND:

- Communication and interaction needs
- Cognition and learning needs
- Social, emotional and mental health needs
- Sensory and/or physical needs

For pupils that need SEND provision, the school operates a graduated response to their needs. This acknowledges that some children will benefit from in class support, specific intervention in school and some from external agencies. Support varies and depends on the child's needs. They will be placed on the school's SEND Register, which is monitored centrally by the local authority, and will have an Individual Provision Map (IPM) or an Education, Health and Care Plan (EHC) which outlines their needs, targets and support.

## **Other Agency involvement**

We may feel it appropriate to administer specific and targeted tasks to identify areas of concern.

Sometimes this will involve outside agencies working with your child. As a school we work closely with a range of external agencies to meet individual children's needs within our school. These include: Outreach workers, Behaviour Intervention, Health professionals

– GPs, School Nurse, Clinical Psychologist, Paediatricians, Speech & Language Therapists; Occupational Therapists; Social Services – Early Help, Social Workers and Educational Psychologists.

## **What is an 'Education, Health and Care Plan'?**

From September 2014, 'Statements of Special Educational Needs' were replaced with a single 'Education, Health and Care Plans' (EHC) for children and young people with the most complex needs. The creation and delivery of these plans will be led by the local authority with schools developing and reviewing these plans with parents. Children with existing Statements will transfer to the new system within three years.

## **What specific resources does this school offer?**

Helen Ludlow is the Special Educational Needs Coordinator (SENCo) at the school and works with children, parents, teachers, outside agencies and the senior leaders to support the needs and progress of all learners within the school.

### **Cognition and Learning**

**Literacy:** Support with daily Reading, Direct Phonics teaching using Letters and Sounds/Read Write Inc, Talking tins, Clicker 4, Rapid Reading and precision teaching.

**Maths:** Numicon, Booster programmes, targeted maths support and 1:1 programmes.

**Social, Emotional and Mental Health** Individual Behaviour Plan or a Pastoral Support Plan, Enhanced planning for transition, Social skills interventions, social stories and key adult/buddy systems. A member of support staff identified as welfare/nurture support is also available to support children who require a more personalised approach.

**Communication and Interaction** – Every Child a Talker (ECaT) programme. Trained staff for listening skills interventions, Social stories, pre teaching of vocabulary and learning partner support.

### **Sensory and/or Physical**

Fine motor skills interventions, writing support in the form of writing slopes and pencil grips. Alternatives to traditional written formats considered, ie ICT

### **What specialist expertise does the school have access to?**

- As a school we have commissioned a Speech and language therapists who visits the school weekly to support Speech, Language and Communication Needs within the school.
- Early intervention Family Support
- School health nurse
- Reach for wellbeing – starting well service (newly developed by NHS)
- Chads Grove Teaching School Alliance school support enables school to have access to a range of specialist teachers.
- Integrated Specialist Support (ISSS) – Worcestershire service providing support for learners, i.e. Hearing, visual, multi-sensory, medical.
- Complex Communication Difficulties/ Autism team (CCD)
- Occupational Therapy
- Outreach Physical Disability support team
- Child and Adolescent Mental Health Services
- Positive Behaviour Team Outreach Support

### **How is a pupil with SEND monitored to ensure they are making progress?**

The progress of every child is monitored closely by the class teacher and SLT. Pupil progress meetings are held 2/3 times a year and individual children are discussed and plans made for next steps. During this discussion children with SEND are discussed and where appropriate further needs identified or where children have made accelerated progress they may no longer require additional support in a particular area. Where this will involve a change in provision, parents and children will be made aware of this by class teacher or the SENCo.

The school also monitors the quality of individual and group interventions through learning walks, observations, provision mapping and monitoring progress of individuals through assessment. All IPMs or EHCs are reviewed and updated with parents, pupils and staff during year and the rates of progress made will inform what the next steps will be in their learning. There are three scheduled Parents Evenings a year where the SENCO is available.