

## St Chad's Special Educational Needs and Disability Information Report

As part of the Children and Families Act 2014, Local Authorities are required to publish a **Local Offer** which sets out the support that is available for children and young people with Special Educational Needs (SEND) in the local area.

The Dudley Local Offer can be found at:

<http://www.dudley.gov.uk/resident/localoffer/special-educational-needs-in-schools-and-educational-settings/>

Alongside this, schools are required to publish information about their arrangements for identifying, assessing and making provision for pupils with SEND, in the form of an SEND Information report.

For ease of use this report is presented as a series of frequently asked questions regarding the provision for children with SEND at St Chad's R. C. Primary

### Background Information

St. Chad's Catholic Primary School is a mainstream primary school situated in Sedgley, in the Borough of Dudley, West Midlands. Our pupils come from a wide catchment area.

St Chad's is part of the St. John Bosco Catholic Academy, a converter academy, in partnership with St Joseph's Catholic Primary School and Bishop Milner Catholic College.

The John Bosco Catholic Academy is a Multi Academy Company (MAC) in accordance with agreement formulated between the Archdiocese of Birmingham and the Department of Education.

On becoming a converter academy on the 1<sup>st</sup> September 2014, the Head Teacher's title changed to 'Principal' and the Governing Body became the 'Academy Committee.'

St Chad's has a strong Catholic ethos. St. Matthew tells us that Christ said,

"Anyone who welcomes a little child like this in My Name welcomes Me".  
(Chap. 18 Verse 5).

Therefore, we believe that the value of a child lies in the unique creation of each personality by God. Where all pupils are valued there is an ethos which celebrates diversity of experience, interests and achievements. Then the disabled, less able and able children are enriched by sharing their education.

Pupils of St. Chad's School with SEND share a common entitlement to a broad, balanced and appropriately differentiated curriculum with their peers. The school will seek to provide maximal opportunities for all children. We will avoid attitudes which lead to low expectations and may result in poor achievements in SEND children.

We do not see pupils with SEND as distinct from the majority of pupils. We recognise that all teachers have a responsibility for the education of all their pupils. So we aim to enable all pupils to make the greatest possible progress. To this end we intend to keep a balance between the access of the child to the whole curriculum while tailoring our teaching approaches to allow for the particular needs of the child.

We will provide appropriate challenges in order to develop the intellectual capabilities of our special needs pupils.

Our commitment to equal opportunities will enable those pupils of St. Chad's School who have SEND to benefit from the religious, educational and social life of our school.

The admissions policy for pupils with SEND is the same as for all children. Children with an EHCP are admitted through consultation with the SEN Team.

### **Who should I talk to if I think my child may need extra help or support at school?**

#### **The class teacher:**

- Regularly monitors the progress of your child. He / she identifies, plans and delivers any additional help your child may need. This may include targeted work or additional support. The class teacher will liaise with the Special Education Needs Coordinator (SENCO) as necessary.
- May set smaller targets on an Individual Education Plan (IEP) to break down learning into smaller targets.
- Will aim to personalise teaching and learning for your child, providing different or additional learning opportunities to meet your child's specific needs.
- Ensure that the school's Special Educational Needs and Disability (SEND) Policy is followed in their classroom and for all the pupils they teach with SEND.

#### **The SENCO: Mrs M Parry:**

- Develops and reviews the school's SEND policy in liaison with the Principal and SEND Academy Representative.
- Coordinates all the support for children with SEN or disabilities

- Ensures that parents are involved in supporting their child's learning, are kept informed about the support their child is getting and are involved in reviewing how they are doing.
- Liaises with all the other people who come in to school to help support a child's learning, e.g. Speech and Language Therapy, Educational Psychology.
- Updates the school's SEND register. This is just a list of children with SEND and their areas of difficulty. She maintains the records of children's progress and needs.
- Provides specialist advice for teachers and support staff in the school, so that they can help children with SEND in their class to achieve the best progress possible.

#### **The Principal: Mrs S Mason**

- Responsible for the day-to-day management of all aspects of the school; including support for children with SEN.
- The Principal must make sure that the Academy Committee is kept up to date about issues relating to SEN.

#### **The SEN Academy Committee Representative: Mrs Karen Parker**

- Liaises regularly with the SENCO to remain up to date with SEND provision within the school, within the local authority and nationally.
- Makes sure that the necessary support is given for any child with SEND who attends the school.

**School contact telephone number: 01384 818720**

### **How are children with SEN supported at St. Chad's?**

#### **Class teacher input, through high quality targeted classroom teaching (Quality First Teaching):**

For your child this means:

- The class teacher has the highest possible expectations for your child and all pupils in their class.
- Different methods of teaching are in place, so that your child is fully involved in learning in class. This may involve things like using more practical learning.
- Specific strategies (which may be suggested by the SENCO or specialists) are in place to support your child to learn.

- The class teacher will check on your child's progress regularly to identify any gaps in their understanding/learning and may arrange for some extra support to help them make the best possible progress.

### **Specific group work:**

This may be provided to support children through a lesson or to provide specific, targeted intervention such as phonics.

Intervention may be:

- Within in the classroom
- Outside of the classroom.
- Provided by a teacher, a teaching assistant (TA) or Higher Level Teaching Assistant (HLTA)

### **1 to 1 support:**

Some children may need individual support to fully access the curriculum or to meet their physical, social, emotional or learning needs. This level of support may be provided at specific times of the day or in specific lessons, and will be matched to a child's individual needs.

### **Additional Support:**

- The SENCO may assess pupils in order to request access arrangements for public examinations (Year 6 SATs)
- Educational visits, residential visits and extra-curricular activities are carefully selected to ensure inclusion for all pupils including those with SEND.
- Additional support to ensure full access to educational visits, residential visits and extra-curricular activities is assessed on an individual basis.

### **Specialist intervention run by outside agencies, e.g. Speech and Language Therapy**

This means a pupil has been identified as needing some extra specialist support in school from a specialist professional from outside the school. This may be from:

- Local Authority services, such as The Learning Support Service, the Autism Outreach Team, The Sycamore Outreach Team (Behaviour support), The Hearing Impairment Service, The Visual Impairment Service or PIMIS (Physical Impairment / Medical Inclusion Service)
- Health Services: Occupational Therapy, Physiotherapy, Speech and Language or the School Health Advisor.

- You will be asked to give your permission for the school to refer your child to a specialist professional. This will help us to understand your child's particular needs better and be able to support them more effectively in school
- The specialist professional will work with your child to understand their needs and make recommendations about how your child should be supported.

### **For what kinds of SEND does St Chad's make provision?**

#### **Communication and Interaction Difficulties:**

- Staff are aware of children on the autism spectrum, their strengths, difficulties and strategies to support them. Staff are aware of differences in behaviour, interests and learning styles.
- The SENCO advises and supports staff, and aims to build good communication links with parents.
- The SENCO will seek further support, advice and training from the Dudley Autism Outreach Service as required (Diagnosis needed)
- Parents are supported to pursue a diagnosis through the GP with additional advice from an Educational Psychologist if required.
- Teaching Assistants provide support and continuity of care during breaks and lunchtimes.
- Access to a 'safe' space, with low sensory arousal, may be made available during times of stress.
- Staff are aware of the sensory environment of the classroom, including noise levels, with modifications made where appropriate.
- Transition into Reception is supported through liaison with the Specialist Early Years Service, the Autism Outreach Service, Educational Psychology, the previous setting and parents, as required.
- Transition to secondary school is supported through liaison with the Autism Outreach Service, Educational Psychology and the receiving school as required.
- Parent / carer / family workshops are available, following a diagnosis, from the Autism Outreach Service.
- Individual resources will be provided, as advised, such as ICT, visual timetables, visual cues, prompts, social stories and 'now and next' boards.
- Individual support will be provided as advised from specialist professionals.
- Small group support or social skills groups may be provided under direction from the Sycamore Outreach Team, Autism Outreach or the Educational Psychologist.
- An IEP will be put in place to detail targets with appropriate strategies, which will be reviewed regularly with parents, staff and specialist professionals involved.
- Additional arrangements may be provided to give access to tests and exams, as appropriate, to support anxieties, attention difficulties, reading, handwriting and / or slow processing difficulties.
- St Chad's has clear procedures for continued assessment and regular monitoring of progress.

### **Speech and Language Service (SALT)**

- The SENCO advises and supports staff, and aims to build good communication links with parents. The SENCO will seek further support, advice and training from the Speech and Language Service (SALT) as required.
- Staff have an awareness of implications of speech and language difficulties
- Staff training will be provided as required to meet the individual needs of each child.
- The environment and teaching strategies are adapted, as advised, to promote good communication skills, including speaking, listening and social communication. For example, key vocabulary may be explained and information given in short simple sentences.
- Opportunities are provided for children to practise language skills
- Pupils are encouraged to indicate when they do not understand and visual strategies used to support understanding
- St Chad's has clear procedures for continued assessment and regular monitoring of progress.

### **Social, Emotional and Mental Health Difficulties.**

- A Behaviour Policy is in place which promotes respect and values each child, reflecting the Catholic ethos of the school.
- Behaviour difficulties are identified as early as possible and appropriate teaching strategies, resources and support are put in place.
- Progress is reviewed as regularly as required, e.g. half termly, in order to review the effectiveness of the environment, teaching strategies, resources and support provided.
- The SENCO advises and supports staff, and aims to build good communication links with parents. The SENCO will seek further support, advice and training from the Sycamore Outreach Team and / or Educational Psychology.
- Parents are supported to pursue a diagnosis through the GP / Children and Adolescent Mental Health Service (CAMHS) with additional support and advice from an Educational Psychologist if required.
- Teaching Assistants provide support and continuity of care during breaks and lunchtimes.
- Circle Time promotes positive behaviour strategies and positive social interactions.
- Time out/ Thinking Time areas may be provided as required.
- Visual Timetables may be provided as required.
- Families may be sign posted to parenting courses, groups and workshops
- Referral may be made to relevant support services for additional support, guidance, training or intervention.
- Possible services include: Educational Psychology & Counselling Service, Sycamore Centre Short Stay School, School Health Advisors / School Nurses, SENDIASS (formerly Parent Partnership Service).
- Small group work may be provided to support children to engage in activities to promote social skills and co-operative play skills.
- Self esteem issues or anger management may be supported through small group or individual support depending on the individual needs of the child.

- Individual resources will be provided, as advised, such as ICT, visual timetables, visual cues, prompts, social stories and 'now and next' boards and reward cards or activities.
- Individual support will be provided as advised from specialist professionals.
- Small group support or social skills groups may be provided under direction from the Sycamore Outreach Team, Autism Outreach or the Educational Psychologist.
- An Individual Education Plan (IEP) or Individual Behaviour Plan (IBP) will be put in place to detail targets with appropriate strategies, which will be reviewed regularly with parents, staff and specialist professionals involved.
- Additional arrangements may be provided to give access to tests and public examinations, as appropriate, to support anxieties, attention difficulties, reading , handwriting and / or slow processing difficulties.
- Reduced Timetable: RIPE (Reduction In Pupil Entitlement) may be introduced if a child is not coping with attending school full time. The RIPE will be reviewed regularly with a view to extending it incrementally until a full timetable is resumed.
- The school may investigate the root of behavioural difficulties by involving outside specialist agencies such as: the Learning Support Service, the Speech & Language Therapy Service and / or the Educational Psychology Service.
- St Chad's has clear procedures for continued assessment and regular monitoring of progress.

### **Sensory and Physical Needs:**

- St Chad's celebrates and promotes individuality, equality, diversity and inclusion.
- The SENCO advises and supports staff, and aims to build good communication links with parents. The SENCO will seek further support, advice and training from the Physical Impairment and Medical Inclusion Service (PIMIS) as required.
- The School will work in partnership with the parents and specialist professionals
- Relevant staff will access training to increase awareness of medical conditions and their implications.
- St Chad's has clear policies and procedures to support children with physical and medical conditions, including administering medication, and ensures they have been considered in all whole school policies and procedures
- Adaptations are made to the environment and, everyday assistive devices that aid access to the curriculum such as Dycem, sloping writing surfaces, pencil grips etc., are provided, as advised, to meet the needs of individual pupils.
- Health Care Plans, Risk Assessments and Personal Evacuation Plans are put in place, and reviewed, as required.
- The school is a one-storey building. All external doors have ramped access.
- The school has 2 disabled toilets and 2 showers with disabled access.
- Adaptations (e.g. painted lines for the visually impaired) are in place.
- The St John Bosco Catholic Academy have an Accessibility Plan as required by the Equality Act 2010 and in line with statutory guidance by the Department for Education.
- St Chad's ensures compliance with Health and Safety legislation by following policy and procedures as laid out in the St John Bosco Catholic Academy Health and Safety Policy.
- St Chad's has clear procedures for continued assessment and regular monitoring of progress.

## **Hearing Impairment (HI)**

- The school has a general awareness of good communication strategies and a good listening environment.
- If a hearing impairment is suspected a referral may be made to the School Health Advisor, Speech and Language Service (SALT) and / or the Hearing Impairment Service (HI)
- The school will work in partnership with the parents and specialist professionals
- Information on deafness and hearing difficulties provided by HI is available to all staff including Academy Committee Representatives and parents.
- Relevant staff will access HI training to increase awareness of deafness and its implications.
- Staff, under guidance from HI will adapt teaching methods and resources.
- St Chad's has clear procedures for continued assessment and regular monitoring of progress.

## **Visual Impairment (VI)**

- The school has a general awareness of visual impairment and its implications
- If a visual impairment is suspected a referral may be made to the School Health Advisor, or the Visual Impairment Service (VI)
- The School will work in partnership with the parents and specialist professionals
- Information on visual impairment provided by VI is available to all staff including governors and parents.
- Relevant staff will access VI training to increase awareness of visual impairment and its implications.
- Staff, under guidance from VI will adapt teaching methods and resources.
- The environment may be adapted, as advised, to meet the needs of individual pupils e.g. lighting, yellow paint markings on steps, blinds in classrooms, non-slip flooring in toilet areas, well organised classrooms with clear route ways seating arrangements in relation to the teacher/teaching focus and light source.
- Resources and teaching strategies may be modified to allow access to the curriculum. For example, accessible displays, teachers verbalising work that is written on the board, handouts clearly presented in an optimum print size, teachers talking to children about their optimum/preferred learning styles.
- Where a child wears glasses, contact lenses or a low vision aid, the school will foster a positive approach and encourage usage as advised by the VI specialists
- Small group or 1 to 1 support may be provided to:
  - Provide extra time to complete tasks
  - Prepare child for a class activity/learning experience
  - Reinforce aspects of the curriculum
  - Provide additional hands-on experience of materials or presentations
  - Learn particular skills to improve curriculum access e.g. touch typing or use of magnifiers and other low tech specialist equipment
  - Learn mobility and independence skills.
- Appropriate equipment will be advised by the VI Service. Low Vision Aids are usually prescribed by a hospital low vision aid clinic, where appropriate.



- Low vision aid (e.g. magnifiers) training will be provided by the VI Service at school.
- St Chad's has clear procedures for continued assessment and regular monitoring of progress.

### **Cognition and Learning Difficulties:**

- St Chad's aims to ensure that high quality teaching is consistently in place to support all learners
- St Chad's recognises that all teachers are teachers of children with Special Educational Needs.
- The curriculum is differentiated to provide access for all pupils.
- Pupil progress is tracked and interpreted regularly, in order to provide the appropriate level of support and intervention.
- Teaching strategies are adapted in order to make the curriculum accessible to pupils with learning difficulties.
- St Chad's provides a nurturing environment with opportunities for learning through play in the early years and primary phase.
- Practical activities, including the opportunity to use concrete and visual materials and objects, help establish and embed new concepts and skills
- Time for over learning and revision is built in as required.
- Multi-sensory strategies are used.
- Simple, everyday assistive devices which aid access across the curriculum are provided as required. E.g. word banks, picture dictionaries, range of motivating accessible texts, sloping writing surfaces, adaptive pens / pencil grips, a range of scissors
- St Chad's aims to develop good school/home communication systems
- Parents are signposted to relevant services e.g. SENDIASS, websites or support / training groups
- Additional assessments including phonics screening and auditory and visual skills assessments may be carried out by the SENCO to identify learning needs and gaps.
- The SENCO has a Post Graduate Certificate in SENCO Studies
- The SENCO is a qualified Specialist Teacher who is part of the Dudley Learning Support Service (LSS). She has a Post Graduate Certificate in SpLD / Dyslexia.
- The SENCO advises and supports staff, and aims to build good communication links with parents. The SENCO will seek further support, advice and training from the Learning Support Service (LSS) as required.
- Referral may be made to the Educational and Child Psychology Service (ECPS) for further specialist assessment.
- The Graduated Approach (The assess, plan, do, review cycle) as required by the SEN Code of Practice 2014 is implemented according to the severity of a pupil's needs, and in collaboration with pupils and parents.
- All relevant staff are made aware of individual needs
- A provision map details the provision put in place at group or individual level
- Teaching Assistant support may be provided to help provide small-group teaching and/or 1:1 support.

- The curriculum is adapted or supplemented to cater for the needs of each child.
- Support is regularly adapted depending on effectiveness in achieving expected outcomes, as part of the Assess-Plan-Do- Review process.
- St Chad's has clear procedures for continued assessment and regular monitoring of progress.

### **Medical / Emotional Needs (physical / emotional / mental health)**

- If a child has a medical / emotional need a referral may be made to Cherry Tree Learning Centre (CTLC)
- Triggers for referral to Cherry Tree Learning Centre (CTLC) – usually after an absence of 3 weeks:
  - Non attendance for emotional/mental health reasons supported in writing by a medical professional e.g. self-harm, depression, anxiety
  - Non attendance due to physical illness e.g. ongoing treatments, post-operative support
  - For more detail refer to CTLC Service Level Agreement on the Short Stay School/CTLC website.
- A reduced or flexible timetable may be put in place which allows the pupil access to as much of the curriculum as possible
- Additional support will be provided where necessary/possible to ensure safe access to lessons
- All necessary staff are made aware of pupil's medical / emotional needs
- Regular liaison will be maintained with Cherry Tree Learning Centre and parents/carers
- Liaison with appropriate medical professionals may be organised, with parent/carer permission
- St Chad's has clear procedures for continued assessment and regular monitoring of progress and needs.

### **How are children with SEND identified and assessed?**

The identification of SEND is built into the overall approach to monitoring progress and development of all pupils. This helps to ensure that special educational needs are identified as early as possible.

Class teachers, supported by the Senior Leadership Team, make regular assessment of progress for all pupils. These identify progress which:

- Is significantly slower than that of their peers 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
- Widens the attainment gap

Progress can be in areas other than attainment such as social and emotional needs.

**Identification:**

The importance of early identification, assessment and provision for any child who may have SEN cannot be over emphasised.

Information may be received on admission from parents, pre-school units, the Educational Psychologist or previous school.

Children enter Reception Class in the September term of the School Year in which they reach 5 years of age. A Baseline Assessment is made during the first half-term.

The children are observed and assessed by their class teachers at every level of their school life. This information is recorded each term on the school's information system. Progress is reviewed regularly by the SENCO, teaching staff and the school leadership team. Concerns regarding progress are made known to the SENCO and the Principal when appropriate.

In addition the school carries out regular Spelling and Mathematics tests as well as a Phonics Screening Test in Year 1. Year 2 and Year 6 have KS1 and KS2 SATs.

**Assessment:**

Teachers referring a pupil to the SENCO may provide samples of work and observations on behaviour and learning difficulties.

The SENCO may assess a child using:-

- Miscue Analysis based upon the child's scheme reading book.
- The Diagnostic Reading Test (DRA) an assessment of reading in context and comprehension.
- The Wide Range Achievement Test (WRAT) an assessment of single word reading
- The Single Word Spelling Test (SWST)
- Reading and spelling of the National Literacy Strategy High and Medium Frequency words
- Letters and Sounds Phonic Progression Test
- The Phonological Assessment Battery (PhAB) an assessment of phonological processing.
- Observation of handwriting skills and free writing
- KBit 1 : An assessment of cognitive ability
- KBit 2: An assessment of expressive language
- The British Picture Vocabulary Scale (BPVS): An assessment of receptive language.
- Various qualitative tasks to assess visual memory, auditory memory as well as visual and auditory discrimination.

## **What is an Education and Health Care Plan (EHCP)**

- The school can request that the Local Authority carry out an assessment of your child's needs.
- After the request has been made to the 'Panel of Professionals' (including a lot of information about your 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 an EHCP.
- After the reports have all been sent in, the Panel of Professionals will decide if your child's needs are severe, complex and lifelong. If this is the case, they will issue an Education Health Care Plan (EHCP). If this is not the case, they will ask the school to continue with the current level of support. A plan is put in place to ensure your child makes as much progress as possible.
- The EHCP will detail the recommended level of support, resources and intervention your child may need. It will also have long- and short-term goals for your child and may bring with it some extra funding to help provide an increased level of support.
- The funding provided by the school as well as any additional funding linked to the EHCP may be used to support your child with whole class learning, to provide individual programmes or run small groups including your child. It may also be used to fund ongoing advice, support and assessment from specialist professionals.
- If your child currently has a statement, the Local Authority SEN Team have a rolling programme in place to either cease or change statements to an EHCP.

## **How do St Chad's monitor my child's progress and ensure their support meets their needs?**

### **Triggers for SEN and initial intervention:**

The teacher's or other's concerns underpinned by evidence about a child who, despite receiving differentiated learning opportunities:

- makes little or no progress even when teaching approaches are targeted particularly in a child's identified area of weakness
- shows signs of difficulty in developing literacy or mathematical skills which result in poor attainment in some curriculum areas
- presents persistent emotional or behavioural difficulties which are not improved by the school's usual behavioural management techniques
- has sensory or physical problems and continues to make little progress despite the provision of specialist equipment
- has communication and / or interaction difficulties and continues to make little or no progress despite the provision of a differentiated curriculum.

### **Referral for additional assessment by SENCO:**

The SENCO gathers information from the teaching staff involved. An assessment of the pupil is undertaken to assess the nature of the need and the severity. The class teacher / SENCO meet with parents who may provide further information.

### **Planning:**

The class teacher and SENCO write an IEP (Individual Education Plan) or IBP (Individual Behaviour Plan). Pupils with common targets have a GEP (Group Education Plan). IEPs, IBPs and GEPs are shared with parents, support staff and other outside professionals as appropriate. Pupils will be encouraged to be involved with this process as much as possible depending upon their age and understanding.

### **Provision:**

Pupils continue to receive a differentiated curriculum and, in addition, small group TA support.

Teaching and tasks are adapted to take account of pupils learning style, strengths, weaknesses and learning gaps.

Additional or different activities or resources may be provided.

### **Review:**

Progress is monitored termly by the class teacher and / or SENCO. The child's progress, is assessed against the targets set. After discussions with the SENCO parents, pupil and the support staff, the following actions may be taken:

- Your child may no longer need SEND support.
- Your child may continue at to receive SEND support with a new IEP / IBP / GEP adapted to meet their specific needs and targets
- A specialist professional from an outside agency may be consulted if a child continues to make less than expected progress within their area of need.

Information is shared with parents / carers at Parents' Evenings or at a review meeting arranged at a convenient date and time for all persons involved.

The Asses, Plan, Do, Review cycle continues, ensuring that the intervention, support and resources provided are adapted to the specific needs of the child.

**Assessment by a specialist professional from an outside agency may be sought if the child:**

- continues to make little or no progress in specific areas over a long period
- continues working at age related expectations substantially below that expected of children of a similar age
- continues to have difficulty in developing literary or mathematical skills which result in poor attainment in some curriculum areas
- has emotional or behavioural difficulties which substantially and regularly interfere with a child's own learning or that of the class group despite having an individualised behavioural management programme
- has sensory or physical problems and requires specialist equipment or regular advice or visits by a specialist service
- has ongoing communication and / or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

Parents are informed and permission sought for an external agency to become involved. The SENCO will seek help from the appropriate external specialists. Parents and carers are invited to meet the external specialist to discuss the assessment and proposed provision.

Acting on the advice of the external agency the SENCO writes a new IEP / IBP

### **How do we evaluate the effectiveness of the provision made for pupils with SEND?**

The effectiveness of SEND provision is measured in two ways.

The views of parents and pupils on how successful the provision has been in enabling them to attain their outcomes is discussed at parents evening and at regular SEND review meetings.

The progress and attainment levels of all children, including those with SEND, are measured termly during pupil progress meetings or more often if appropriate. The SENCO also interrogates SEND progress data each term in order to inform future intervention and support, and to identify 'target' groups or pupils.

This data is shared with governors and is judged by external moderators such as Ofsted. St Chad's current Ofsted rating is 'good'.

### **How is social and emotional development supported?**

At St Chad's we recognise that some children have extra emotional and social needs that need to be developed and nurtured.

- All classes follow a structured PSHE (Personal, Social, and Health Education) curriculum to support this development.
- Teaching Assistants provide support and continuity of care during breaks and lunchtimes.

- Circle Time promotes positive behaviour strategies and positive social interactions.
- St Chad's conforms to Dudley's Anti-bullying policy
- Small social skills groups may be organised, as advised by specialist professionals, to help to meet specific needs.
- If extra support is needed, the SENCO will seek parental permission to access further support through the Early Help process.

### **What are the arrangements for supporting pupils who are looked after by the LA and have SEND?**

- Needs will be assessed as soon as possible after a pupil is placed within the school.
- Standard school assessments will be used primarily with additional assessment being carried out by the SENCO as required.
- A request for an EHCP will be made if required. This will be made to the authority where the pupil lives.
- The designated lead for looked after children and the SENCO will work together to ensure assessment, and provision support the outcomes detailed in the pupil's personal Education Plan (PEP) and IEP / IBP
- The designated lead and school staff will receive appropriate training relating to both the child's looked after status and their special educational needs.

### **How is transition between schools supported?**

At St. Chad's we recognise that transitions can be difficult for a child with SEND and take steps to ensure that transitions are as smooth as possible.

- Transitions from class to class and between different schools are carefully planned and managed.
- The receiving class teacher and / or SENCO may be invited to 1 or more reviews before the move takes place.
- The SENCO and / or relevant staff may be invited to attend reviews for children who will be transferring to St. Chad's.
- All relevant documentation about your child is passed to the relevant teacher or school.
- Regular liaison between schools is encouraged to ease transition as much as possible.
- Planned visits are built into the curriculum as part of the general transition process but additional planned visits may be arranged for children who would benefit from increased familiarity with their new school or classroom setting.
- Staff from the receiving school may, in some cases, visit the child in this school before transition.

- Additional preparations for transition may also be implemented, as advised by specialist professional. For example: a photo book / social story.

### How accessible is the school environment?

At St Chad's we welcome all children and do our best to ensure that appropriate provision can be made for them.

- The school is on one floor and is fully accessible for wheel chairs.
- All external doors have ramped access.
- Playgrounds and the school field are fully accessible for wheelchairs.
- The school has 2 disabled toilets and 2 showers with disabled access.
- Adaptations (e.g. painted lines for the visually impaired) are in place
- The St John Bosco Catholic Academy have an Accessibility Plan as required by the Equality Act 2010 and in line with statutory guidance by the Department for Education.

### Who can I contact for further information or to discuss a concern?

- The first point of contact would be your child's class teacher to share your concerns.
- You could also arrange to meet with the Special Educational Needs Co-ordinator (SENCO)
- If more information is needed to answer your concern contact the Principal.
- If no solution can be found parents are advised to contact the Academy Committee.
- Dudley SENDIASS is an organisation that provides independent advice and support regarding Special Educational Needs to families and young people.

#### **SENDIASS: Dudley Special Educational Needs and Disability Information, Advice and Support Service (Formally Dudley Parent Partnership Service)**

Saltwells Education Centre  
Bowling Green Road  
Netherton  
Dudley  
DY2 9LY  
Tel: 01384 236677

**Service Manager:** Victoria Townsend

This service provides a range of information from education law to related law on disability, health and social care to help parents, children and young people in making informed choices which enable them to play an active role in relation to



educational decisions. The service offers casework support, support in meetings, and training and development seminars throughout the year. The service works with nursery, primary and secondary schools, academies and post 16 settings to promote positive engagement with parents, children and young people. An EHPC is not needed in order to access this service.

[www.dudley.gov.uk/dudleysendiass](http://www.dudley.gov.uk/dudleysendiass)

### **How will my child be able to contribute their views?**

- Pupils are encouraged to participate in the SEN process as much as their age and understanding allows.
- Children who have Individual Education Plans (IEPs) or Individual Behaviour Plans (IBPs) have the opportunity to discuss their targets with their class teacher and / or SENCO
- For children with an Education Health Care Plan, their views are sought as part of the annual review process, if appropriate.