



## St. Raphael's Catholic Primary School

“May God’s love shine in our lives as we care and share and learn together.”

### Special Educational Needs and Disability Annual Report Sept 2019

Our Mission is for every child to achieve his/her potential and celebrate their uniqueness within the family of St Raphael’s Catholic Primary School. It is therefore our clear duty to give support to the needs of every child.

#### Overview

Children with SEND (Special Educational needs or Disability) have learning difficulties or disabilities that make it harder for them to learn than other children.

These difficulties fall under four broad areas;

**communication and interaction**

**cognition and learning**

**social mental and emotional health**

**sensory and/or physical.**

Children with these difficulties may need extra or different support from that given to other children of the same age. The Special Educational Needs and Disability Code of Practice lies at the heart of our school’s SEND Policy and sets out the processes and procedures we follow to meet the needs of children. The Special Educational Needs Coordinator (SENDCO) is Karen Neale and the SEND Governor is Barbara Robinson, we can be contacted via the school office.

#### Policies

The Special Educational Needs and Disabilities (SEND) and the accessibility policies are published on the school website. [http://www.st-raphaels.tameside.sch.uk/?page\\_id=97](http://www.st-raphaels.tameside.sch.uk/?page_id=97) .

SEND arrangement have been submitted to Tameside for the local offer <https://www.tameside.gov.uk/localoffer>.

<b>1. How do we know if pupils need extra help?</b>
<ul style="list-style-type: none"><li>• Class teacher might notice that a child is having difficulty.</li><li>• Each term there is a meeting (pupil progress meeting) where the progress of all children is discussed by class teachers and Senior Leadership Team, the SENCO is informed of any concerns.</li><li>• Information may be passed on by your child’s previous school.</li><li>• Termly class assessments will be looked at.</li><li>• Parents might raise a concern about learning difficulties by contacting the class teacher or SENCO.</li><li>• Consultation with external agencies may recommend a referral.</li><li>• Where it is decided to provide a pupil with SEND support, a Pupil Centred Planning meeting will take place.</li></ul>
<b>2. How do you provide for children with SEN at St Raphael’s?</b>
<ul style="list-style-type: none"><li>• Staff at St Raphael’s deliver quality first teaching to all children, adaptations are made whenever possible.</li><li>• A child who needs SEND support will have termly meetings, a Pupil Centred Profile will be completed with pupil and parents. Your child will be added to the SEN register.</li><li>• When providing support that is “additional to” or “different from” we engage in a four-stage process:</li><li>• <b>Assess</b> – How your child is doing. An outside professional or agency may be called in for advice/support. <b>Plan</b> – Plan agreed targets or actions and record on the review paperwork and the IEP (Individual Educational Plan) <b>Do</b> - provide the support – extra assistance for learning – TA support/interventions. Interventions at school this year have included; Lego Therapy, 5 min maths/literacy box, Art therapy, Maths recovery, Social groups, Fine &amp; Gross Motor Group, Speech Therapy, Narrative therapy, Lexia, Number Gym, Nessy, Better reading, Toe by toe, Mindfulness, Yoga, Maths/Literacy booster groups, I pad Apps for individual pupils/needs, Early Literacy Support, PAT activities (phonics)</li><li>• <b>Review</b> – measuring the impact of the support provided and considered whether changes to that support need to be made. This stage then informs the next cycle.</li></ul>



<b>3. What if my child has a more complex, long term need or disability?</b>
For a very small number of children assessment and provision may be provided through an Education, Health and Care Plan (EHCP): <ul style="list-style-type: none"><li>• The school or the parent asks that the LA considers whether there is a need to formally assess your child's needs.</li><li>• Information is gathered by the LA from parents, school and any other agencies involved.</li><li>• A decision is made about whether an EHCP is needed.</li><li>• Either an EHCP is written with support and long/short term targets agreed or the support already provided by our school is enough to meet the needs of your child.</li></ul>
<b>4. How does school make sure all children can access the building and equipment?</b>
Our school is committed to making reasonable adjustments wherever possible, this may include: <ul style="list-style-type: none"><li>• Contacting the local authority or diocese to see if adaptations to the building are required</li><li>• Ensuring that the right equipment is available to meet every child's need.</li></ul>
<b>5. How can we help at home?</b>
<ul style="list-style-type: none"><li>• Discuss any concerns with staff as soon as possible.</li><li>• Attend review meetings and support your child at home with the agreed targets.</li><li>• Support your child to be punctual and attend school every day.</li><li>• Encourage your child to be as independent at home as possible, dressing themselves (please label all clothing,) getting their own school bag ready, completing homework.</li></ul>
<b>6. Who will listen to my child and make sure their views are considered?</b>
<ul style="list-style-type: none"><li>• All children are given opportunities to talk about how they feel they are doing and what would help them most.</li><li>• Children are encouraged to attend review meetings, where appropriate.</li></ul>
<b>7. What support will there be for my child/young person's overall wellbeing?</b>
<ul style="list-style-type: none"><li>• School can offer advice concerning parenting and give guidance surrounding local services available, please ask the SENCO, Mrs Neale or Inclusion Manager, Miss Southworth.</li><li>• We also have whole class and group and individual interventions to support wellbeing. I.e. social groups, yoga, Lego therapy, nurture and wellbeing groups.</li><li>• Advice from external agencies and professionals will also be taken.</li></ul>
<b>8. What support is available for parents/carers of child with SEND?</b>
We aim work as closely as possible with you and to support you where we can. Sometimes you may be signposted to other organisations or support networks outside school. The SENCO will give you information we have available in school but in addition, the LA Local Offer Website provides links to organisations across the authority. <a href="https://www.tameside.gov.uk/localoffer">https://www.tameside.gov.uk/localoffer</a>
<b>9. How do school support transition?</b>
We recognise that transitions can be difficult for a child with SEND and we take steps to ensure that any transition runs as smoothly as possible. If your child is moving to another school: <ul style="list-style-type: none"><li>• We will contact the school SENCO and ensure he/she knows about any special arrangements or support that need to be made for your child.</li><li>• We will make sure that all records about your child are passed on.</li><li>• Transition visits will be organised if possible.</li></ul> When moving classes in school: <ul style="list-style-type: none"><li>• Information will be passed on to the new class teacher and a planning meeting will take place with the new teacher.</li><li>• IEPs will be shared with the new teacher.</li></ul> In Year 6: <ul style="list-style-type: none"><li>• Where possible your child will visit their new school on several occasions and in some cases staff from the new school may visit your child in this school.</li></ul>
<b>10. How many pupils do St Raphael's have with SEND this year?</b>
At the end of academic year 2019 there were 10 children identified as requiring SEND support. Interventions have been carried out and adaptations made as required.
<b>11. How are the school's resources allocated and matched to the children's special educational needs?</b>



The SEN budget is allocated each financial year. The money is used to provide additional support or resources is dependent on individual's needs The Head Teacher decides on the deployment of resources for Special Educational Needs and Disabilities, in consultation with the school governors on the basis of needs in the school..

**12. How do you monitor the progress of pupils with SEN?**

- The progress of all children/young people is tracked throughout the school through our online tracking system
- Children with SEN we regularly review progress towards agreed outcomes assessing whether the support that's been in place has made a difference and what we need to do next. We evaluate this progress against age related expectations.
- When we run special intervention programmes for groups of children, we assess how successful they have been and use that information to decide on how best to run them in the future.

**13. What external agencies have school accessed this year?**

This year the school has liaised and had meetings with the following services; Educational Psychology, Speech Therapy (SALT), Health visitor, Occupational therapy (OT), Communication, Language and Autistic Spectrum Support (CLASS), Pupil Support Service, Specific Learning Difficulties, Early Help, Epilepsy Nurses. Behaviour for Learning and Inclusion Service (BLIS). Healthy Young Minds (CAMHS), Early Help, Speech and Language Therapist (SALT), Educational Psychology.

Parents can contact these services on the Tameside website. <https://www.tameside.gov.uk/localoffer>

**14. What SEND staff development has there been this year?**

Staff have attended various SEND training programmes. These include: First Aid, ASD training CLASS, Mind (Mental Health), Lego therapy, Art therapy CPD, Autism Awareness, Makaton, Lego Therapy.

**15. Who should I contact for further information or if I have a complaint?**

- Please contact the SENDCO Karen Neale or the Headteacher Mrs Lakner at school 0161 338 4095 [admin@sdt-raphaels.tameside.sch.uk](mailto:admin@sdt-raphaels.tameside.sch.uk).
- More information relating to SEND can be found on Tameside's Local offer. <https://www.tameside.gov.uk/localoffer>
- For parent advice and support; Tameside Special Educational Needs and Disability Information Advice and Support Service (SENDIASS) Tel: 0161 342 3383 [sendiass@tameside.gov.uk](mailto:sendiass@tameside.gov.uk)
- If your concern is about the safety of a child, then you should contact the school's Designated Safeguarding Lead (Mrs Lakner, Headteacher).

Karen Neale  
SENCO  
October 2019