

## ST AMBROSE CATHOLIC PRIMARY SCHOOL



### Special Educational Needs and Disability (SEND) School Information Report 2023

SENDCo:	Mrs Melissa Price
Principal:	Mrs Emma Brocklesby
Contact Details:	St Ambrose Catholic Primary School, Leswell Street, Kidderminster. 01562 823568
SLT Advocate:	Miss Leigh-Ann Holtom
SEND Governor:	Mr Michael Jones
Date:	March 2023

At St Ambrose Catholic Primary School we value all of our children for who they are and recognise that they have been blessed with different gifts and abilities. The Gospel of life and the dignity of the human person is promoted through the pastoral care, support and guidance given by our school to our pupils.

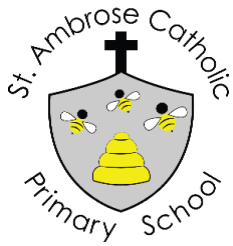
The Code of Practice (2015) defines Special Educational Needs and Disability (SEND) as:

- A child or young person who has a learning difficulty or disability which calls for special educational provision to be made for him or her;
- A child has a learning difficulty or disability if he or she has a significantly greater difficulty in learning than the majority of others of the same age, or facilities generally available in a mainstream school are not sufficient.

#### **The kinds of SEND that are provided for**

The new SEND Code of Practice identifies four key areas of Special Educational Needs and Disability (SEND):

- Communication and Interaction;
- Cognition and Learning;
- Social, mental and emotional health;
- Sensory and/or physical needs.



### **Identification and assessment**

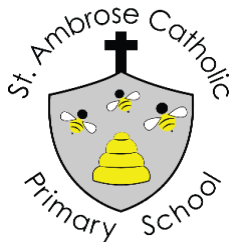
In order to help children who have SEND, the school makes full use of available classroom and school resources before calling upon outside resources and specialist expertise. This is a graduated approach, with the teachers using an array of strategies to support the child's special needs before consulting the SENDCo or before consideration is given to moving the child on to the SEND register.

Teaching pupils with SEND is a whole school responsibility. Central to the work of every class and every subject is a continuous cycle of planning, teaching, assessment and evaluation. The majority of pupils will learn and progress within these arrangements. Teachers should deliver the NC (National Curriculum) programme of study in ways that meet the particular learning requirements of pupils.

Our aim is to identify children with SEND as early as possible. We assess all children formally each term. At the termly pupil progress meetings the assessment data is analysed and children who are not making enough progress are identified. Support and interventions are put into place and an Individual Provision Map (IPM) is used to record the targeted support/intervention. These are monitored and assessed half termly. Children who have made good progress on the interventions are removed and children who have not made progress are highlighted and discussed with the SENDCo. A decision will be made as to whether the child needs a different intervention or to involve specialist outside agencies to support the child's learning.

A child's individual needs may be identified by a variety of methods and we always consult and involve parents/carers when making these decisions:

- regular class assessments through published and/or teacher materials showing lack of progress compared with peers and/or national expectations;
- concerns raised by teaching staff or parents / carers and possibly the pupils themselves;
- the use of Target Tracker, Provision Maps and standardised tests to assess and track children who are working below or significantly below the national benchmarks;
- continuity of records from pre-school intervention and/or previous schools;



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- staff observation of persistent social, emotional or mental health difficulties, which are not improved by the techniques usually employed in the school;
- staff observation of sensory or physical issues and continues to make little or no progress, despite the provision of specialist equipment;
- if there are communication and/or interaction difficulties, and the child continues to make little or no progress.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents/carers. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

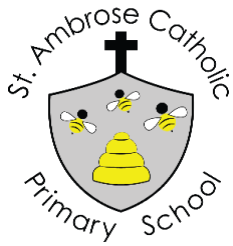
### **My child has Special Educational Needs or a Disability, what can you offer at St Ambrose?**

We know that if a child has a Special Educational Needs or Disability that they may need specific support. This can come in many forms such as interventions, specific language therapy, etc. and here at school we do our best to work with you the parents to put support in place to enable your children to succeed. This SEND - Special Educational Needs and Disability Information Report outlines how we as a school support child with SEND.

### **Who should I contact if I want to find out about how the school supports my child?**

At St Ambrose school we have a Special Educational Needs and Disability Co-ordinator (SENDCo). The Senior Leadership Team (SLT) work closely with the SENDCo to promote appropriate SEND support and to ensure the access and inclusion of all children.

Our SENDCo is Mrs Price. Her role is to make sure that the school meets the needs of children with SEND. Mrs Price initiates parent consultation meetings with you and your child's class teacher in order to discuss your child's strengths and areas of concern. Targets are usually set according to their needs and evaluated each half term.



### **How will I know that my child is making progress?**

You will have regular parent consultations to keep you informed of how well your child is doing and a copy of your child's IPM (Individual Provision Map) will be sent home half termly. If you have any concerns you can meet with your child's teacher or the SENDCo in between these meetings. Please contact the school office to make an appointment to meet with Mrs Price if you have a concern or query.

### **Who should I contact if I am not happy with my child's learning and/or progress?**

- The first contact should be to your child's class teacher who will try their best to resolve your problem or concern.
- If your problem or concern cannot be resolved by the teacher, ask to meet with the school SENDCo.
- If you are still not happy then arrange an appointment to meet with the Principal.

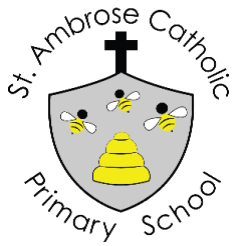
If you feel we have still not been able to resolve your problem or concern, then please see our complaints procedure for further guidance.

### **How do your teachers help my child to learn?**

*'All teachers are teachers of pupils with Special Educational Needs'* (NASEN, 2014). Our teachers have high expectations of all children in the school. They build on what children know, can do and their level of understanding. They will have monitored and assessed your child and from this put into place strategies, activities and resources tailored to meet your child's needs and fill in any gaps in learning.

### **Types of SEND support:**

**Wave 1** describes 'Quality First' inclusive teaching which takes into account the learning needs of all the pupils in the classroom. It includes providing differentiated work and creating an inclusive learning environment.



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**Wave 2** describes specific, additional and time-limited interventions provided for some pupils who need help to accelerate their progress to enable them to work at or above age-related expectations. They are often targeted at a group of pupils with similar needs.

**Wave 3** describes targeted provision for a minority of pupils where it is necessary to provide highly tailored interventions to accelerate progress or enable children to achieve their potential.

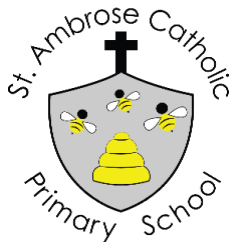
### **Evaluation of the effectiveness of provision:**

St Ambrose Catholic Primary School may use the following to measure the effectiveness of provision:

- Pupil progress meetings (termly);
- Provision maps/measurable outcomes (whole school and individual class);
- Individual Provision Maps (IPM)/pupil profiles;
- The use of a graduated response (Waves of Provision) in which we Assess, Plan, Do and Review (in line with the Local Offer and what is 'ordinarily available');
- Initial and re-assessments by external agencies;
- Whole-school data analysis;
- Viewpoint of child;
- Ongoing consultation with parents;
- Collation of children's work;
- Observations of children.

### **What is the school's approach to teaching children with SEND?**

The school's aim is to teach all children together in their classes (where possible) with the class teacher differentiating and supporting the child. At times it may be necessary for a child with SEND to access intervention; either as part of a group or 1:1. St Ambrose now has a designated Intervention TA (Teaching Assistant) whose responsibility it is to deliver interventions to those children with SEND. In particular she delivers activities suggested after external agency assessments. The progress of these interventions is monitored closely half termly in the form of data analysis, IPM review meetings and class and whole school provision maps.



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

EHC plans provide a holistic overview and if necessary, a multi-agency approach to ensuring that children with specific educational or healthcare needs are adequately supported. EHC plans are given to children whose needs cannot be met within the school setting without extra funding, they provide care for children from 0-25 years. Parents, school or involved professionals can request an EHC plan. If a request is made, then a formal assessment takes place by the local authority (LA) and operates under specified deadlines. If an EHC plan is given, the SENDCo will co-ordinate the provision, organise appropriate reviews and monitor provision and progress.

### **How will I know if my child is receiving SEND support?**

You will know if your child is receiving support as part of the parent discussion meetings held during the year, which will inform you of what support your child is receiving. The school may seek advice and/or ask for specific work from outside agencies such as: Learning Support Team, Speech and Language Therapy, Behaviour Support Team, Occupational Therapy, the School Nurse or the Educational Psychologist. This would be discussed with you in the first instance.

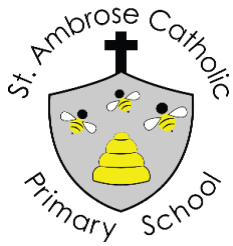
### **Where can I find information about the school SEND policy?**

You will be able to find it on our website (<https://st-ambrose.sch.life/>) or a hard copy is available at the School Office.

### **How will I be involved with planning for and supporting my child's learning?**

All parents are encouraged to be involved in their child's education through:

- Discussion with the class teacher and SENDCo at the parent meetings;
- Discussion with the school SENDCo;
- By carrying out the recommendations made by any outside agencies such as Learning Support Team (LST) or Speech and Language Therapy (SALT).



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### **How is my child involved in his/her learning and decisions made about their education?**

Where appropriate children set their own targets for their learning or behaviour, for example, when a behaviour book or chart is used the children decide and agree their own specific targets to achieve therefore they can take ownership of it. Children will be asked to comment upon their progress and they will (age appropriate) be involved in reviews.

### **What do you do for children with SEND at St Ambrose?**

At St Ambrose we understand that every child is different. This means that the provision is tailored to the individual child. We have Individual Provision Maps (IPM) which set out targets to help support your child's development. This will mean that your child is included on our Special Educational Needs and Disability register. The class teacher will work with the SENDCo to ensure that the provision is working or to adapt it if necessary.

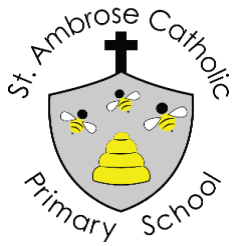
We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson etc;
- Adapting our resources and staffing;
- Using recommended aids such as laptops, coloured overlays, visual timetables, larger font, etc;
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

### **What other additional support is currently provided?**

We use a range of intervention programmes with the children:

- Read Write Inc – a phonics based reading/writing/spelling intervention program which is taught in groups by a Teaching Assistant and Teachers who have been trained to use the program;
- Fresh Start- a phonic program to help struggling readers in KS2;



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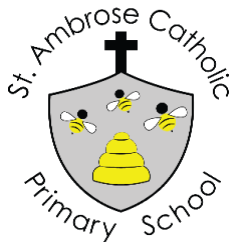


- Precision Teaching – this is an intensive intervention used to help children who struggle with reading and/or spelling to make accelerated progress;
- Minute Maths – this is an intervention used to help children to develop their mental arithmetic. Children are required to practise with a view to successfully completing their differentiated sheet within one minute, before moving on to the next level;
- Maths games – this is an opportunity for parents to become involved in ‘discretely’ helping their children to learn through playing games. Games are differentiated and sent home so that children can play at home with their families;
- Numicon – a visual and kinaesthetic way of teaching mathematics that can be used in small groups or as a whole class;
- 1<sup>st</sup> class@number (KS1/2) – this is a program which revisits basic number skills and seeks to embed knowledge through repetition;
- SmartMove and Jimbo Fun – these interventions help support and develop children with fine and gross motor skills difficulties;
- Memory games – to help with memory skills and processing speed;
- Lego Therapy- to help children with giving and following instructions, turn taking etc.

### **Nurture**

As supporting children’s’ mental health and wellbeing becomes more important within school, we have a trained member of staff (Mrs Wallace) who performs the role of Nurture Practitioner. Targeted children attend either as a group, or as individuals, to work on areas such as developing self-esteem and confidence. Nurture group also assists children with social and emotional difficulties, following programmes such as: Happy To Be Me, and Socially Speaking in KS2. The progress of individual children is assessed and tracked through individual Boxall profiles which are updated yearly. Alongside this, Mrs Wallace also carries out a termly wellbeing questionnaire with the children that she works with to ensure progression is taking place or to highlight possible areas of concern.





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### **School Mental Health Practitioner**

At St Ambrose we monitor children's mental health very carefully and we have a trained mental health practitioner join us every Tuesday to help work with staff and the newly formed Pastoral team to identify and provide support with those children struggling with their mental health. Children are referred to the service by staff and recommendations made as to whether support can be provided in class or if the child needs more targeted help through sessions with the mental health practitioner or needs referring on for more intense support from a more specialised service in the form of higher tier CAMHS.

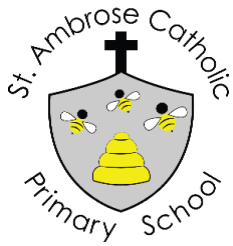
### **Expertise and training**

Some support staff have received various training in different programs i.e. Read Write Inc, Numicon, Precision Teaching and a range of other intervention programs. They also attend in-service training provided by outside agencies where appropriate. Professional development is constantly reviewed and specific training needs are identified and actioned. In the last academic year, staff have received training and information in the areas of:

- Speech and Language interventions;
- The Graduated Response;
- Autism friendly classrooms;
- Lego therapy;
- Positive handling;
- Mental health support.

### **Securing equipment and services**

Resources are provided to the school for supporting those with additional educational needs. The amount is determined by a local funding formula and is referred to as the 'notional SEND budget'. It is not a ringfenced amount and its use is determined as part of the school's annual budget planning. The school funds special educational provision up to £6000 per pupil per year. Additional 'top-up' funding is provided for needs beyond this by the Local Authority.



### **Evaluating the effectiveness of SEND provision**

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their goals each half-term;
- Reviewing the impact of interventions after 6 weeks or half termly;
- Monitoring by the Principal/SENDCo;
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans.

The Governing Body reviews this policy annually and considers any amendments in light of the annual review findings. The Principal/SENDCo reports the outcome of the review to the full governing body.

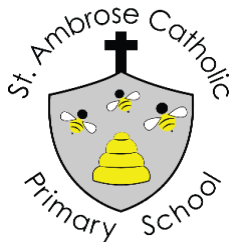
### **Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND**

All of our extra-curricular activities and school visits are available to all our pupils, including our before- and after-school clubs. All pupils are encouraged to go on our residential trip(s). All pupils are encouraged to take part in sports day/school plays/special workshops, etc. No pupil is ever excluded from taking part in these activities because of their SEND or disability.

### **Support for improving emotional and social development**

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils have access to a Nurture environment with a Nurture Practitioner;
- Pupils with SEND are encouraged to be part of the school council;
- Pupils are actively encouraged to take part in after school clubs and enrichment activities;
- We have a zero-tolerance approach to bullying.



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### **Which outside agencies provide services or expertise in school for children with SEND?**

We access specialised support from:

- Child and Adolescent Mental Health Service;
- Educational Psychologist;
- School Nurse;
- Occupational Therapy Service;
- Learning Support Team;
- Behaviour Support Team;
- Speech and Language Team;
- Integrated Service for Looked After and Adopted Children;
- KEMP;
- Mentorlink;
- Reach 4 Wellbeing.

The school is happy to work with any agency that enhances provision and supports children with SEND.

### **How have you made the school building and site safe and welcoming for children with SEND?**

St Ambrose Catholic Primary School is accessible to all children. The school is on two levels and benefits from a lift making it accessible for wheelchair users.

### **The local offer**

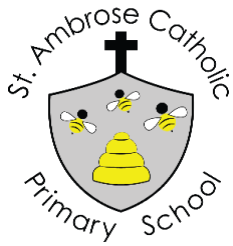
Local Authorities must publish their 'local offer' setting out in one place information about provision that is 'ordinarily' available for children and young people in their area who have special educational needs or a disability.

You can access this information by visiting:

<http://www.worcestershire.gov.uk/thelocaloffer>

**Contact details of support services for parents of pupils with SEND:**

<https://www.worcestershire.gov.uk/send-local-offer-0/care-support-and-money-matters>



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You can contact Worcestershire County Council Special Educational Needs and Disability Information, Advice and Support Service through the methods below:

SEND Information, Advice and Support Service,

Tolladine Rd Worcester WR4 9NB

Telephone: 01905 768153

Email: [sendiass@worcestershire.gov.uk](mailto:sendiass@worcestershire.gov.uk)

Office opening hours are Monday to Friday from 8.30am to 4.00 pm.

### **Acronyms:**

ADD Attention Deficit Disorder

ADHD Attention Deficit and Hyperactivity Disorder

ASD Autistic Spectrum Disorder

BESD Behavioural Emotional & Social Difficulties

CAF Common Assessment Framework

COP Code of Practice

CP Child Protection

EAL English as an Additional Language

EP Educational Psychologist

EYFS Early Years Foundation Stage

FSM Free School Meals

IPM Individual Provision Map

IEP Individual Education Plan

LAC Looked After Child

LA Local Authority

MLD Mild Learning Difficulty

OT Occupational Therapy

PSHE Personal, Social, Health Education

SALT Speech & Language Therapy

SEND Special Educational Needs and Disability

SEN Special Educational Needs

SENDCo Special Educational Needs and Disability Co-ordinator

SpLD Specific Learning Difficulty