



St Edward's
Church of England
Academy

SEND Information Report:

Approved by Governors:

Statutory

RECOGNISE • **E**NCOURAGE • **S**TRIVE • **P**REPARE • **E**MPATHISE • **C**HRISTIAN • **T**EAMWORK



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The Vision for Education within a Church of England Academy

There are fundamental reasons, rooted in the Bible, which have motivated centuries of Christian involvement in schooling in this country and around the world. The God of all creation is concerned with everything related to education.

There is a fresh articulation of the Church of England's vision for education as we meet the challenges and take the opportunities offered by the present situation. It is not simply for Church schools but, recognising the Church of England's involvement in education over many centuries, seeks to promote educational excellence everywhere, for everyone. In Church schools like St Edward's Church of England Academy, the deeply Christian foundation for this vision will be seen explicitly in teaching and learning both in RE and across the curriculum, and also in the authentically Christian worship and ethos. The Church's vision for education can be expressed and promoted as one of human flourishing that inspires what the school is and does.

The vision is deeply Christian, with the promise by Jesus of 'life in all its fullness' at its heart. This vision embraces the spiritual, physical, intellectual, emotional, moral and social development of children and young people. We offer a vision of human flourishing for all, one that embraces excellence and academic rigour, but set them in a wider framework. This is worked out theologically and educationally through four basic elements which permeate our vision for education:

- Wisdom
- Hope
- Community
- Dignity

The vision, in line with the Church of England's role as the established Church, is for the common good of the whole human community and its environment, whether national, regional or local. It is hospitable to diversity, respects freedom of religion and belief, and encourages others to contribute from the depths of their own traditions and understandings. It invites collaboration, alliances, negotiation of differences, and the forming of new settlements in order to serve the flourishing of a healthily plural society and democracy, together with a healthily plural educational system.



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St Edward's Church of England Academy Ethos and Values

The ethos and values of St. Edward's Church of England Academy are based on the teachings of Jesus Christ and underpin everything that we are and do, which is encompassed in the word 'RESPECT'.

Each letter links to the Academy motto – *Learn for Life*

'Learn for Life'

- **R**ecognise and **E**ncourage - everyone's potential, individual skills and talents
- **S**trive to be the best we can be
- **P**repare for the challenges of life
- **E**mpathise - promoting the values of respect, kindness, compassion, fairness, forgiveness, love, honesty and trust
- **C**hristian – a community where we learn from the teachings of Jesus so that we can contribute to the family of St Edward's and beyond
- **T**eamwork – an environment where we work together so we can all achieve our potential



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Special Educational Needs and Disability (SEND) Information Report (incorporating the local offer)

This Report should be read in conjunction with the SEND Policy

What are special educational needs?

A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England Health care provision or social care provision which educates or trains a child or young person is to be treated as special educational provision (SEN Code of Practice 2014).

At St Edward's Church of England Academy we believe that:

- All young people are valued and included regardless of their abilities, needs and behaviours
- All young people are entitled to a broad, balanced and enriching curriculum which adapts as appropriate to meet individual needs
- All our teachers are teachers of students with special educational needs
- All our students can learn and make progress
- Effective assessment and provision for students with SEND will be secured in partnership with parent/carers, student, Local Authority and other partners



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- Maintaining students' safety and wellbeing is central to their development

Our objectives are to:

- To make reasonable adjustments for those with a disability by ensuring increased access to the curriculum, the environment and to printed information for all.
- To ensure that children and young people with SEND engage in the activities of the school alongside pupils who do not have SEND.
- To reduce barriers to progress to ensure pupils with SEND achieve their full potential.
- To work in partnership with parents, teachers, Governors and appropriate agencies in the best interests of SEND students
- Follow the national Code of Practice

We will use our best endeavours to secure special educational provision for pupils for whom this is required, that is 'additional to and different from' that provided within the differentiated curriculum to better respond to the four areas of need:

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

At St Edward's Church of England Academy we will:

- Request, monitor and respond to parent/carers' and pupils' views in order to evidence high levels of confidence and partnership
- Ensure a high level of staff expertise to meet pupil need, through well-targeted continuing professional development



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- Ensure full inclusion and support for all pupils with medical conditions in all school activities through consultation with health and social care professionals
- Work in a cooperative and productive partnership with the Local Authority and other outside agencies to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners

How does our school know if children/young people need additional provision?

We know that pupils need help when:

- Concerns are raised by parents/carers, teachers, or the pupil's previous school
- Transition meetings are arranged with all feeder schools to ensure that we are fully aware of any issues that have already been identified and the strategies being used to support this. We aim to continue with strategies that have been shown to enable the student to progress
- On entry in year 5 all pupils are assessed for reading and spelling ability and these are repeated every 6 months to ensure that progress is made from this starting point. If we have any concerns following these assessments, parents will be contacted and a plan of further specialist assessment and intervention will be put in place
- A pupil asks for help more frequently
- Tracking of attainment outcomes indicate a lack of progress. In addition to the assessment of progress carried out by class teachers, pupils can be assessed in specific areas such as reading, spelling and comprehension by trained school staff
- Should specialist assessment be required, then appropriate outside agencies may be involved, though only with parental consent
- Health diagnosis by a paediatrician



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What should I do if I think my child may have special educational needs? How will I be involved in discussions about, and planning for, my child's education?

- If you have concerns then first, please discuss these with your child's form teacher or head of year
- This may result in a referral to the school SENCO whose name is Mrs Sue Strong and who you can contact via the school office; telephone 01538 483218 or email: office@st-edwards.staff.sch.uk
- The Governor with specific responsibility for SEN is **XXXX**, who visits the school regularly
- We are very open and honest with parents and we hope that parents feel that they are able to be open and honest with the school too, building a positive, working relationship. All parents will be listened to. Their views and their aspirations for their child will be central to the assessment and provision that is provided by the school

How will school staff support my child?

All pupils will be provided with high quality teaching that is differentiated to meet the diverse needs of all learners. Pupils with a disability will be provided with "reasonable adjustments" in order to increase their access to the taught curriculum.

It is an expectation of Teachers' standards that staff:

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development

How will the curriculum be matched to my child's needs?



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All pupils will have individual curriculum targets set in line with national outcomes to ensure ambition. These are discussed with parents/carers at events such as Parent Consultation evenings and pupils' attainments to meet these targets are tracked using the whole school tracking system.

All pupils will be provided with high quality teaching that is differentiated to meet the diverse needs of all learners.

Teachers plan using pupils' achievement levels, differentiating work to match and challenge ability for all pupils in the classroom. When a pupil has been identified as having special needs, their work will be further differentiated by the subject teacher to remove barriers to learning and enable them to access the curriculum more easily. In addition they will be provided with additional support that may include specialised equipment or resources, ICT and/or additional adult help.

In addition:

- Pupils who have SEND will be provided with 'reasonable adjustments' in order to increase their access to the taught curriculum
- Additional provision will be planned by the SENCO following consultation with parents/carers, pupils and teaching staff
- This provision could include in class support, small group intervention and/or mentoring and will be delivered by highly trained Teacher Assistants. The type of intervention and frequency of delivery will be matched to the individual student's needs
- All students will be assessed before starting an intervention and this will be repeated at frequent intervals to ensure that the programme is appropriate and progress is being made
- Interventions will cease when the data shows that progress has been made narrowing the gap between their ability and that of their peers



The quality of teaching is monitored through a number of processes that includes:

- Classroom observation and learning walks by the Senior Leadership Team, the SENCo and external verifiers
- Newly Qualified Teachers are monitored and supported throughout their initial year with additional lesson observations where required
- Half termly assessment of progress of all pupils: this includes yearly GL assessments with standardised scores; half-termly Maths test linked to scheme of work; termly Salford reading test; teacher assessments half-termly including writing journeys
- Progress leader meetings
- Ongoing assessment of progress made by pupils in specific intervention groups
- Scrutiny of planning
- Whole school pupil progress tracking
- Attendance and behaviour records
- Pupil and parent feedback when reviewing target attainment
- Information on the quality of teaching will be collated in a report to governors and shared with parents in the SEN information Report



How will both you and I know how my child is doing?

- Target reviews, baseline starting points and end of intervention attainment will be recorded on individual pupil plan's and shared with parents at review meetings
- Attainments towards the identified outcomes will be shared with parents termly through the school reporting system and scheduled Parent's Evenings with subject teachers
- All pupils are issued with a Daily Planner which includes timetable, homework and teacher comments and a space for parents to sign each week and to write comments
- Parents are encouraged to arrange an appointment to discuss their child's progress with subject teachers, the SENCO or a member of the senior leadership team/Faculty Leader/House Leader, where appropriate, when the need arises rather than waiting for Parents Consultation Evenings. Please contact the school office to arrange an appointment
- In addition to this, parents of children who have a SEND need are invited to 3 review meetings each year to monitor the progress that has been made and plan any additional support for the following term

How will you support my child's additional needs?

- Pupils who are failing to make expected levels of progress are identified very quickly and are discussed in termly meetings that are undertaken between the class teacher and a member of the Senior Leadership team
- Where it is decided that action is required to support increased rates of progress, this will follow the *assess plan, do, review*, model. This may be an early, class based, intervention or booster group or be more specific and individually focused
- An individual assessment of the pupil will be undertaken in order to make an accurate assessment of their needs. Parents will always be invited to this early discussion to support the identification of action to improve outcomes



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- Additional action to increase the rate of progress will be then identified and recorded. This will include a review of the impact of the differentiated teaching being provided to the child and, if required, provision to the teacher of additional strategies to further support the success of the pupil
- If review of the action taken indicates that 'additional and different from' support will be required, then the views of all involved including the parents and the pupil will be obtained and appropriate evidence-based interventions identified, recorded and implemented by the subject teacher with advice from the SENCO
- Parents will be informed that the school considers their child may require SEN support and their partnership sought in order to improve attainments
- SEN support will be recorded on an individual plan which will identify a clear set of expected outcomes, which will be stretching, ambitious and relevant academic and development targets. Progress towards these outcomes will be tracked and reviewed termly with the parents and the pupil
- If progress rates are still judged to be inadequate despite the delivery of high quality interventions, advice will be sought from specialist external agencies regarding strategies to best meet the specific needs of a pupil. This will only be undertaken after parent permission has been obtained and may include referral to
 - Special Educational Needs Support Service (SENSS)
 - Behaviour Support Services
 - Dyslexia Centres
 - Autism Outreach Team
 - Hearing Impairment Team
 - Visual Impairment Team
 - Educational Psychology Service
 - Physical and Disability Support Service (PDSS)
 - Speech and Language Therapy Service
 - Social Services
 - Local Support Team
 - School Nurse
 - CAMHS (Child and Adolescent Mental Health Service)



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- For a very small percentage of pupils whose needs are significant and complex and who, despite relevant and purposeful action taken to meet their special needs, fail to make expected levels of progress, the school or parents may consider requesting an Education, Health and Care assessment. This will be undertaken by the Local Authority. This may result in an Education, Health and Care (EHC) plan being provided. This is a child-centered document which sets out the aims and needs of the child and what needs to be done to support these aspirations
- For pupils, where the special educational provision required to meet their needs cannot reasonably be provided from within the school's own resources, a request will be made to the local authority for additional funding (AEN: additional educational needs), to support very specific learning programmes

How will you help me to support my child's learning?

- Please look at the school website it includes links to websites and resources that we have found useful in supporting parents to help their child learn at home
- At St Edward's Church of England Academy, parents are fully included and involved in the process of working with their children. This includes:
- The subject teacher or SENCO may also suggest additional ways of supporting your child's learning and these will be clearly identified on their individual plan
- There is a Parents Consultation evening for every year group once a year to facilitate face to face meetings between parents and teaching staff
- Individualised transition can be arranged as required with additional early transition visits to school, introductory meetings
- Termly reviews will be held for children identified as having additional needs requiring an individual pupil plan. All pupils will be invited to their reviews, where



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appropriate. All individual targets will be discussed and agreed with them. Individual Pupil Plans must be signed by child, parent, teacher and Senco

- All pupils with an EHCP will have a formal Annual Review meeting with their parents and any outside agencies to discuss progress and targets

What are the arrangements for consulting children and involving them in their learning?

All pupils in our school are treated with dignity and respect. Our curriculum is accessible to all and fully inclusive. Children with a more individualised programme will have a Pupil Plan with details of more individualised support to enable them to experience success. They will be encouraged to contribute their views to their Pupil Plan. The Annual Review process of EHC plans includes the views of pupils.

What support will there be for my child's overall well-being?

Our vision and values are at the heart of our school and we welcome and celebrate diversity. All our staff believe that for a child to have high self-esteem is crucial to their well-being. We have a caring, understanding team who offer a wide variety of pastoral support for pupils. These include:

- The first point of contact for all pupils and parents is the form tutor. Communication is encouraged between form tutor, subject teacher and parents. Attending parents evening and additional phone calls/meetings will ensure that any issues that occur are addressed in a timely manner. If additional advice is required then this can be gained from the head of year, head of department or SENCO as appropriate
- Pupil and Parent voice mechanisms are in place e.g. open door policy, parent and pupil questionnaires, school council. These are monitored for effectiveness by the Governor with responsibility for this area
- Small group evidence-led interventions to support pupil's well-being are delivered to targeted pupils and groups



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- The school has gained Healthy School status which evidences the work undertaken within the school to support pupils' well-being and mental health
- Attendance is monitored by the Academy in liaison with the Education Welfare Officer
- The Academy has successfully completed an annual Health and Safety audit
- Pupils with social care needs or looked after children: The school works closely with the Local Support Team, Safeguarding and Social Services to support pupils. Appropriate services may include a Key worker such as Counsellor, Family Support Worker, Social Worker, as appropriate

Pupils with medical needs

- Pupils with medical needs will be provided with a detailed Health Care Plan, compiled by the school nurse in partnership with parents and if appropriate, the pupil themselves. Any additional personal care required will be arranged on a case by case basis
- The school has a policy regarding the administration and managing of medicines on the school site
- Parents should contact the office staff if medication is recommended by Health Professionals to be taken during the school day
- On a day to day basis the Admin staff usually oversee the administration of medicines after a consent form has been completed
- Staff who administer medicine complete training and are signed off by the school nurse as competent. All medicine administration procedures adhere to the LA policy and DfE guidelines included within **Supporting pupils at school with medical conditions (DfE) 2014**



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- School works closely with outside support agencies, such as the hearing or visually impaired service. It is possible for some medical checks to be done in school to save the necessity of a hospital visit

What training do the staff who support children and young people with SEND undertake?

Specialist training has been provided to support individual pupils:

- The school has regular visits from SENSS specialist teachers and an Educational Psychologist who provide advice for parents and staff to support the success and progress of individual pupils
- Specific pupils receive individual visits from specialist Hearing Impaired and Visually Impaired support teachers, who are also able to advise staff
- PDSS, The Physically Disabled Support Service, also offer advice and support for children with a range of physical difficulties to give them best access to the school physical and learning environments

How will my child be included in activities outside the classroom including school trips?

- Risk assessments will be carried out and procedures are put in place to enable all children to participate in all school activities
- If a health and safety risk assessment suggests that an intensive level of 1:1 support is required a parent or carer may also be asked to accompany their child during the activity in addition to the usual school staff



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How accessible is the school environment?

- The school is fully accessible for wheelchair users – there are ramps for access from outside to the Reception area. There is a lift inside school to the upper floor
- There is a fully adapted disabled toilet, with shower, bidet and hoists.
- All steps are edged with yellow to ensure they are easier for those with visual impairments to negotiate.
- Two disabled parking spots are marked and located in the car park outside Reception.

Our Accessibility Plan describing the actions the school has taken to increase access to the environment, the curriculum and to printed information is available via the school website. See also SEND Policy

How will the school prepare and support my child when joining or transferring to a new school?

A number of strategies are in place to enable effective transition for pupils both into year 5 and out of year 8. These include:

Before entry:

- Transition is carefully planned with the feeder schools. The Heads of House/Senior Staff visits all the schools to discuss the needs of the children
- In addition the SEND team visit the schools to discuss specific concerns with the SENCO and individual parents. This includes attendance at Annual Reviews in Year 3 where appropriate
- Meetings and visits for SEND pupils may also include our Health and Safety Officer and the School Nurse so that Care Plans and additional resources can be arranged to enable a smooth and comfortable transition to our school



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- All children take part in a programme of activities in the feeder schools which continues during the four day transition visit to St Edwards towards the end of the July term
- A planned programme of additional visits for more vulnerable children is provided in the summer term for pupils due to start in September. This includes staying for lunch in school
- Additional visits can be, and are, provided for parents and children as required to allow concerns to be raised and solutions to any perceived challenges to be located prior to entry. This may involve support agencies
- Parents/carers are invited to a meeting at the school and are provided with a range of information to support them in enabling their child to settle into the school routine
- In the Autumn term, members of the SEND team meet with all new parents of pupils who are known to have SEND
- If a pupil is transferring from another school, the previous school records will be requested immediately and a meeting will be set up with parents to identify and reduce any concerns

Transition to the next school:

- The transition programme in place for pupils in Year 6 provides a number of opportunities for pupils and parents to meet staff in the new school. These opportunities are further enhanced for pupils with SEND and additional transition visits may be arranged as required
- The Annual Review in Year 7 for pupils with an Education, Health and Care plan begins the process where parents are supported to make decisions regarding secondary school choice



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- Parents are encouraged to consider options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information is comprehensive but accessible
- Parents may like to take advantage of the support offered by the independent Staffordshire School Choice. Information on this service is located on the Staffordshire Education website
- Accompanied visits to other educational providers may be arranged as appropriate for parents and children
- For pupils transferring to local schools, the Senco's of both schools will meet to discuss the needs of pupils who have SEND in order to ensure a smooth transition. Extra visits can be arranged
- The records of pupils who leave the school mid phase will be transferred within five working days of the parents notifying their child has been enrolled at another school. This may be by SIMS and/or with additional information

How are the school's resources allocated and matched to children's special educational needs?

The school receives funding to respond to the needs of pupils with SEND from a number of sources:

- A proportion of the funds allocated per pupil to the school to provide for their education (the Age Weighted Pupil Unit) – all pupils;
- The Notional SEN budget;
- Pupil Premium funding for pupils who meet certain criteria.
- In addition, for those pupils with the most complex needs, the school may be allocated Additional Educational Needs funding.



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Funding is then used to provide the equipment and facilities to support pupils with special educational needs and disabilities through:

- In-class support from teaching assistants
- Small group support from teaching assistants e.g. Nurture groups; specific intervention groups for literacy, numeracy, speech and language or social support.
- 1:1 interventions by Learning Mentors catered to individual educational or social and emotional needs
- Specialist support from teachers e.g. 1:1 tuition
- Bought in support from external agencies e.g. access arrangement assessments, speech and language support; additional SENSS support over and above the school's allocated hours
- Parent workshops
- Community Links, including Coffee Mornings; sharing good practise with other schools
- Provision of specialist resources e.g. assessment software
- CPD relating to SEND for staff.

How is the decision made about how much support my child will receive?

- For pupils with SEN but without an Education, Health and Care Plan, the decision regarding the support required will be taken at joint meetings with the SENCO, progress leader and parent. For pupils with an Education, Health and Care plan, this decision will be reached when the plan is produced or at the Annual Review.



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Who can I contact for further information or if I have any concerns?

If you wish to discuss your child's educational needs or are unhappy about something regarding your child's schooling, please contact the following:

- Your child's House Tutor
- The SENCO – Mrs S Strong
- The Principal – Mr T Hutchinson
- For complaints please contact school for the Complaints policy
- The School Governor with responsibility for SEN is **xxxx**
- Chair of Governors is Mrs Cynthia Simmonds

What is the procedure to deal with complaints?

The procedure for dealing with complaints follows the same process whether the complaint relates to special educational needs or any other aspect of the work of the school. The first point of contact will be your child's House Tutor. If further support is necessary the SENCO or Head of House can be contacted through the school office. If you are still unhappy with the level of provision being provided for your child, further guidance can be sought from the Principal, Mr T Hutchinson, who can direct you to our school SEN Governor, and/or an appropriate contact from the Local Authority.

Support services for parents of pupils with SEN include:

- **Parent Partnership**

<http://www.staffordshire.gov.uk/education/welfareservice.SpecialEducationalNeeds/spps/home.aspx>



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- If you have a general enquiry, would like to speak to one of the team or are a parent wanting to request information and support please telephone 01785 356921 during office hours. Alternatively email on spps@staffordshire.gov.uk
- **Parent in the Know** newsletters
<http://www.staffordshire.gov.uk/education/welfareservice/SpecialEducationalNeeds/spps/newsletter/newsletters.aspx>

Local Authority's Local Offer

As of September 2014 every Local Authority will be required to publish information about services that they expect to be available in their area for children and young people from birth to 25 who have special educational needs and/or disabilities (SEND) and also services outside of the area which they expect children and young people from their area will use. This will be known as the 'Local Offer'.

The Local Offer will put all the information about education, health and care services, leisure activities and support groups in one place. It has two main purposes:

- to provide clear, comprehensive and accessible information about the support and opportunities that are available
- to make provision more responsive to local needs and aspirations

The Government says the Local Offer must be reviewed and developed in partnership with children and young people, parents, carers and social services including schools, colleges, health and social care agencies.

Information on where the Local Authority's (Staffordshire) Local Offer can be found:
<http://helpyourself.staffordshirecares.info/kb5/staffordshire/directory/home.page>

Staffordshire County Council intend to offer all services on the Marketplace.

This is an online directory of local care, including schools, support and wellbeing services, activities and events across Staffordshire.



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