



“Christ’s ministry, as recounted in the Gospels, and the values he promoted through his teachings are fundamental to the life of our school in fulfilling its purpose as a Catholic institution.” (Mission Statement)

School Information Report

SENCO: Mrs. Liz Wright

Governor for SEN: Mrs. Andrea McKenzie

“The children are at the centre of all that we do and their potential to achieve is recognised. Their time in our school is characterised by a sense of belonging, security, challenge and appreciation.” (Mission Statement).

We believe that all children should have their needs met and should be given equal access to the curriculum. Our aim is to provide individual and small group provision for those children with Special Needs, whatever those needs may be, so that they can reach and progress effectively. We feel that their contribution to school life should be valued and we seek to build their self-esteem.

Objectives are to:

Identify as early as possible those children with special needs

Regularly inform parents of their child’s progress

Fill in all the necessary forms supplied by the LA and designed by the school
itself Liaise regularly with external agencies

Create individual support plans where appropriate

Plan and differentiate appropriate work for the children with special
needs Put into place regular screening of SEN children

Roles & Responsibilities of the Class Teacher

The class teacher is responsible for adapting and refining the curriculum to respond to the needs of all pupils. He/she monitors each child's progress and identifies, plans and delivers additional support.

Roles & Responsibilities of the Special Needs Co-ordinator (SENCO).

The SENCO is responsible for the operation of the Special Educational Needs Policy and co-ordination of specific provision made to support individual children with Special Educational Needs. The SENCO liaise with staff to monitor the pupil's progress and plan further interventions where progress is slower than expected. They also have regular contact with a wide range of external agencies that are able to give more specialised advice.

Roles & Responsibilities of the Head Teacher

The Head Teacher is responsible for the day to day management of all aspects of the school, including the provision made for pupils with special Educational Needs.

Roles & Responsibilities of the SEN Governor

The Governor with responsibility for Special Educational Needs is Mrs McKenzie. She is responsible for supporting the school in evaluating and developing the quality and impact of provision provided for pupils with Special Educational Needs throughout the school.

What should I do if I think my child may have special educational needs?

The class teacher is the initial point of contact for responding to parental concerns. If you have further concerns, contact Mrs Wright, the SENCO.

How does St Aidan's know if children need extra help?

Some of the ways we know when pupils need help are if:

concerns are raised by parents/carers, teachers or the child
limited progress is being made
there is a change in the pupil's behaviour or progress

How will I know how St Aidan's support my child?

Each pupil's education programme will be planned by the class teacher. It will be adapted accordingly to suit the pupil's individual needs. This may include additional general support by the teacher or teaching assistant in class.

If a pupil has needs relating to more specific areas of their education, such as spelling, handwriting, numeracy & literacy skills, then the pupil will be taught in a small focus group. This will be run by the teacher or teaching assistant. The length of time of the intervention will vary according to need. The interventions will be regularly reviewed by all involved to ascertain the effectiveness of the provision and to inform future planning.

Pupil Progress Meetings are held each term. This is a meeting where the class teacher meets with the Head Teacher/Deputy Head Teacher to discuss the progress of the pupils in their class. This shared discussion will highlight any potential problems in order for further support to be planned.

Occasionally a pupil may need more expert support from an outside agency such as the Literacy Centre or the Educational Psychologist. A referral will be made after appropriate discussion and with your consent to seek further advice and support.

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

Teachers are skilled at adapting teaching to meet the diverse range of needs in each class. Daily planning takes into account individual pupils' needs and requirements to ensure that all children experience success and challenge in their learning. Grouping arrangements are flexible with opportunities for both ability and mixed ability groups to maximise learning opportunities for all.

Teaching Assistants (TAs) may be allocated to work with the pupil individually or in a small focus group to support more specific needs. If a child has been identified as having a Special Educational Need, targets will be set according to their area of need. These targets will be discussed with parents at Parents' Evenings or at an agreed time with the teacher and SENCO. A copy of the targets are given to parents. If appropriate, specialist equipment may be given to the pupil for use in school e.g. writing slopes, concentration cushions, pen/pencils grips or easy to use scissors.

How will I know how my child is doing?

You will be able to discuss your child's progress at Parents' meetings. Your child's class teacher is available at the end of each day if you wish to raise a concern. Appointments can be made to speak in more detail to the class teacher or SENCO by visiting the school office.

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

The class teacher may suggest ways of how you can support your child. Mrs Wright and the class teacher may meet with you to discuss how to help your child with strategies to use if there are difficulties with a child's behaviour/emotional needs.

If outside agencies have been involved, suggestions and strategies are normally provided that can be used at home.

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

The school offers a wide variety of pastoral support for pupils who are encountering emotional difficulties. The Class Teacher and Teaching Assistant are readily available for

pupils who wish to discuss issues and concerns. Children are also welcome to talk to Mrs Wright (SENCO).

If a pupil has a medical need then a detailed Care Plan is compiled, (if necessary with support from the school nurse) in consultation with parents/carers. These are discussed with all staff who are involved with the pupil.

Staff receive Epipen, and Asthma training which is delivered by the school nurse. The school will also seek other medical advice for other conditions as the need arises.

Where necessary, and in agreement with parents/carers, medicines are administered in school in line with the Medical Needs Policy.

What specialist services and expertise are available at or accessed by the school?

At times it may be necessary to consult with outside agencies to receive more specialised expertise.

The agencies used by the school include:

Educational Psychologist
CAMHS (Child & Adolescent Mental Health Service)
Educational Welfare Officers
Social Services
Speech and Language therapy
Occupational Therapy
Community Paediatricians
School Nurse
School Counselling Service

An Educational Psychologist is allocated to each school. He/she would normally only work directly with pupils whose needs are felt to be quite considerable and have not responded well to the interventions previously put in place for them.

In order to help understand the pupil's educational needs better, the Educational Psychologist will generally meet with the parent and give feedback after the assessment has been completed.

He/she will offer advice to the school and parent/carers on how to best support the pupil in order to take their learning forward.

What training do staff have to support children with additional needs?

There is an ongoing programme of training in place to ensure that all teachers and support staff have appropriate skills and knowledge to support provision for children with Special Educational Needs.

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

Risk assessments are carried out and all reasonable adjustments' put in place to enable all children to benefit from activities.

How accessible is the school environment?

As a school we are happy to discuss individual access requirements.

Facilities we have at present include:

toilets adapted for disabled users
wide doors
all other parts of the school completely accessible

How will the school prepare and support my child when joining St Aidan's?

Many strategies are in place to enable the pupil's transition to be as smooth as possible.

These include:

Discussions with the previous school/nursery prior to the pupil joining.

All pupils attending a session in their new class where they spend some time with their class teacher and meet other pupils.

All pupils starting in Nursery or Reception have an optional home visit where two members of staff visit each child and their parent/carer in a familiar environment. Additional visits can also be arranged for pupils who need extra time in their new school. Mrs Wright is happy to meet parents/carers prior to their child joining the school to discuss access arrangements.

How will you support my child when they are moving to a new class or changing school?

If your child is moving child to another school, we will make sure that all records about your child are passed on as soon as possible.

When moving classes within school, information will be passed on to the new class teacher in advance and a planning meeting will take place with the new teacher. All children visit their new teacher and spend time in their new classroom during the summer term. Additional visits can be arranged if this is beneficial.

Towards the end of Year 6, the SENCO will discuss the specific needs of your child with the SENCO of their secondary school. Where possible your child will visit their new school and in some cases, staff from the new school will visit your child at St Aidan's.

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

The budget is allocated each financial year. The money is used to provide additional support or resources dependant on an individual's needs.

Additional provision may be allocated after discussion with the class teacher at pupil progress meetings or if a concern has been raised by them at another time during the year.

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

These decisions are made in consultation with class teacher, Head Teacher and SENCOs. Decisions are based upon termly tracking of pupil progress and as a result of assessments by outside agencies if they are involved.

The level of support is linked to the complexity and severity of a pupil's needs. There is an expectation that pupils should develop independent learning skills as far as possible and not become reliant on adult support.

How will I be involved in discussions about and planning for my child's education?

All parents are encouraged to contribute to their child's education.

This may be through:

discussions with the class teacher
during Parents' Evenings
during discussions with Mrs Wright or other professionals

Who can I contact for further information?

If you wish to discuss your child's educational needs, please contact the school office to arrange a meeting with Mrs Wright.

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