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| St Edmund’s Catholic Primary School |
| HOW WE SUPPORT CHILDREN/YOUNG PEOPLE WITH SPECIAL EDUCATIONAL NEEDS OR DISABILITIES |
| **Our vision and how we hope to achieve it**  Our paramount aim is to be as inclusive as possible, while ensuring that all pupils achieve their potential. We recognise that this may not always be academic achievement but skills which will foster independence and emotional well being now and in the future. |
| **Type of school/college we are**  St Edmund’s is a Catholic, voluntary aided, main stream primary school for children from 3-11 years. We have a full time nursery and currently 210 children on roll. |
| **Our Ofsted rating**  Good with Outstanding Features (of which SEN is one) |
| **How we give pupils/young people a voice**  We have an annually elected School Council which ensures that all children are allowed to give their views on a wide variety of subjects. We have a annual ‘School Takeover’ Day, where the children run the school for the day and we have annual pupil surveys in certain year groups. |
| **How we know if a child/young person has special educational needs**  All children entering the nursery will receive a home visit, where general background and additional needs are discussed to ensure that smooth entry and support systems are in place. The staff is vigilant about observing and recognising when children may require further support. Information is shared with the special educational needs coordinator (senco) and the school’s SEN policy is employed. For children entering school at other times, parents provide required information and can meet with the senco on request. The senco will contact parents if there looks to be a need or if a concern has been highlighted school staff or by external agencies currently working with the family. Prior schools will be contacted if and when necessary. Our continual monitoring evaluates further concerns and allocates support as necessary. The school will seek further expert advice to help assess the needs of the child when required. |
| **What we do to help children/young people with special educational needs**   * At St. Edmund’s, we offer support to meet the individual needs of the child and, therefore, the type of support will change as the child moves through the school. At all times parents are consulted, through class teachers or the senco. We use termly pupil progress meetings, annual reviews and general monitoring to assess and create support for our children with a range interventions and programmes. * For children with specific physical needs, school liaises closely with the local authority’s services to request advice and assessment , and often a programme which we can follow in school. We buy into the local authority’s speech and language services and a speech therapist works with children in school weekly. * To support children’s emotional wellbeing, school facilitates Place2be counselling services 2½ days per week, providing 1:1 and small group support. Children can request their own Place2talk session at any time, in groups or individually. * A daily programme of support and and intervention is an integral component of the teaching process at St. Edmund’s. Through pupil progress meetings, tracking , monitoring and knowledge of our children, we assess which children require extra learning support and this is carried out in both key stages daily. During the next term’s pupil progress meetings, we assess the impact of the extra help and the cycle of directing support continues, taking into account the progress made. Support is then adapted, continued or completed in accordance with a pupil’s progress in particular areas. We always take into consideration extenuating circumstances which may be affecting a child and monitor as a team. * We have experienced, skilful teaching assistants (TA) who work collaboratively with the class teacher to ensure each child is receiving the best learning experience that we are able to deliver. The TAs contribute to all aspects of the child’s school life and attend annual review and planning meetings.. * We work closely with outside agencies so that advice and practice is as current as possible. However, we cannot guarantee time spans for outside agencies to carry out assessments or offer advice. * The school funds extra visits from the Educational Psychologist. These visits assist with assessment s of individuals and offer advice to both staff and parents. * We review and create TSP (targeted support plans) termly for those children that require them . All children have individual targets that they are encouraged to work towards throughout the term, these are discussed and reviewed with parents during parent consultations each term, but can be reviewed at any time with the class teacher or senco. * Our physical environment is adapted to facilitate wheelchair users, we have lift access to all floors and a shower and changing area within the disabled toilet. |
| **How we adapt our teaching for children/young people with special educational needs**  Advice from outside agencies will be sought, where necessary, to plan for children with specific needs and integrated into the daily routine. Our curriculum is delivered through topic teaching, which is planned to accommodate the inclusion of all children at their own level. Support is directed at the particular needs of the children, to help develop a variety of skills. Some children will work in small, adult led groups for some sessions, or they may take part in 1:1 programmes and interventions. |
| **How we decide what resources we can give to a child/young person with special educational needs**  Our children are provided with the support they need to progress in all areas of their development. This is not always met by provision related to a statement of educational needs, we assess on an individual basis and accommodate as required.  Judgements on whether the support has had an impact are thoroughly assessed, through regular assessment, pupil progress meetings, Annual Reviews and class teachers consultations with parents We recognise that each child develops at their own rate and the smallest steps are always valued and built upon. |
| **How we check that a child/young person is making progress and how we keep parents informed**   * Continued monitoring, observations and assessments. * Pupil progress meetings * Targeted support plan reviews and Annual Reviews. * Ongoing dialogue with parents and outside agencies. * Further assessments carried out by an Educational Psychologist or specialist teacher. * Parents can request meetings with the class teacher or senco at any time. * Parents are given details of further training offered within the borough and, occasionally, initiatives are introduced to parents to help support their child’s learning at home. |
| **Support we offer for children’s/young people’s health and general wellbeing**   * Place2be counselling service * Option for referral to CAMHS * Care plans reviewed regularly and staff trained/training updated to meet medical needs * Friday smoothies as incentive re: attendance * Administration of medicines agreed with school nursing team and parents; allocated staff members to administer, oversee and record * School playground pals * Staff carry out speech therapy, occupational therapy and physiotherapy programmes as advised. These are timetabled as part of a child’s care plan and feed back is given to parents on progress. * Policies for anti-bullying and diversity are employed. * Whole school positive behaviour plan is familiar to all children and provides opportunities for children to acknowledge and adapt behaviour if necessary. Understanding our children and individual situations also helps staff to deal sensitively with issues that may arise. * Children supplied with water bottles which are available in class at all times. * No child is allowed to move around the school unaccompanied, children go in pairs even when going to the toilet. |
| **Specialist external services we use when we think extra help is needed**   * Educational Psychologist * Phoenix outreach team * CAMHS * Specialist teacher assessments * Place2be counselling service * School nursing/ medical training * Speech therapy * Education Welfare Adviser * Occupational Therapy * Physiotherapy * Local Authority Support for learning teams * Social services/police community support |
| **The training our staff have had or are getting**  Staff training is continuous and varies to accommodate the changing needs of the children. All staff attends inset and training around the curriculum and planning. All staff are familiar with and use the school’s procedure for highlighting concerns. Many staff members are trained to administer maintenance medication, including epi-pens, asthma inhalers and insulin. Some staff members have been trained to use signalong, PECS and other strategies to support children with language and communication difficulties. We will request training for staff to deliver particular programmes such as physiotherapy. |
| **How we include children/young people in activities and school trips**   * Every visit made off site has a risk assessment undertaken before hand to assess safety and accessibility. * Class trips are accessible (if only for a partial time) to all children, this includes a residential trip in Y6. * Parents are invited to discuss a trip with the class teacher or senco, if the parents decide they do not wish their child to attend, the child will spend that time in school with another class. |
| **Our school environment**   * School is wheelchair accessible and an evac-chair is available on both upper floors. * A disabled toilet and changing facility is available on the ground floor. * A range of equipment is available in school to support a variety of motor skills. If further specialist equipment is required, this is purchased as and when necessary, or loaned through specialist services. |
| **How we prepare for children/young people joining our school and leaving our school**  Pre- school children are welcome to visit school with their parents/carers, whilst making decisions about which school they will choose. When children have been allocated places, they will be given a start date and children coming into the nursery will be given a home visit by the nursery staff to introduce themselves and get to know the child a little before they begin school.  Children who attend nursery are part of the Foundation Stage Unit with the reception class, so they become very familiar with routines and staff. They attend whole school assemblies and services. During the summer term children moving from Reception to Year 1 have playtimes with the rest of the school, visit classrooms and move around the whole school to familiarise themselves with the wider school building.  For children moving to secondary school, transition is discussed with the children throughout the final year and an information session for parents regarding the process happens early in the Autumn term. Staff are happy to assist with the completion of necessary paperwork. The senco can accompany parents of children with additional needs on visits to prospective schools if requested. Year 6 participate in sessions which consider the typical secondary school day, and cover topics which the children themselves have raised. Some local secondary schools offer a transition programme in the final term for the most vulnerable children. We encourage the children to attend to help in preparing for this big next step. |
| **How parents are involved in school life**  We recognise that the people who know and understand the children most fully will be their parents and carers, therefore it is very important that we work closely in partnership to share in the child’s development.  Parents/carers are encouraged to attend parent consultation meetings where education plans are reviewed and next steps suggested. These happen each term. Parents/carers are also encouraged to attend and contribute to the annual reviews of those children who have an education health care plan. Parents can speak with or meet the senco at any time if they have concerns. School highlights training and advice that is available to them within the borough. |
| **Who to contact for more information or to discuss a concern**  Generally parents would speak to their child’s class teacher if they have questions or concerns. This may then be referred to the senco or another senior member of staff.  If parents are considering whether a child should join the school, they may contact the head teacher or senco. Additional advice may be sought from Tower Hamlets Parents Advice Centre.  The senco for St Edmund’s is Deborah Halpin-Lowe, (Debbie) who can be contacted on the school number 0207 987 2546, or email [dhalpinlowe.211@lgflmail.org](mailto:dhalpinlowe.211@lgflmail.org). Alternatively, you can drop into school to arrange an appointment. |
| **Our offer to children with special educational needs and disabilities was prepared in July 2015**  **It will be reviewed by July 2018** |