

St Chad's CE Primary Academy

SEND Information Report 2019-2020

SEND Headlines

2019

There were just two children with SEND who left St Chad's at the end of Year 6 in July 2019.

One of the children with SEND was disapplied from the KS2 SATS.

One of the two SEN pupils attained the expected standard in Reading, Writing and Maths.

At KS1, there were four children with SEND who completed the KS1 SATS.

One of the three children attained the expected standard in Maths and Writing.

Two of the three children attained the expected standard in Reading.

The one child with SEND in Year 1 passed the Phonics Screener.

One of the two children with SEND in Reception in 2018-19 achieved a Good Level of Development

Our Aim

St Chad's CE Primary Academy is passionate about, and dedicated to, ensuring that all our students meet their full potential. In practice this means we work hard to adapt the curriculum, provide individual support and targeted interventions throughout the academic year to ensure students achieve their desired outcomes.

The academy is committed to providing an inclusive education that provides an ethos, environment and culture that is sympathetic to and understanding of the issues involved in providing a fair and appropriate education for students with special educational needs or disability. In order to achieve a fully inclusive we aim to:

- *Wherever possible educate children and young people in a mainstream setting.*
- *Value equally all students who attend St Chad's CE Primary Academy.*
- *Highlight that all teachers at St Chad's CE Primary Academy are teachers of students with special educational needs.*
- *Adapt lessons appropriately so that all students have access to a broad, balanced and relevant curriculum that meets their needs.*
- *Take into account the views of the child.*
- *Work in a partnership with parents/carers in promoting a culture of co-operation. Support the work of the Local Authority and external providers so that the child's full potential can be reached.*

What is the SEND Information Report?

The SEND Information Report details the provision St Chad's CE Primary Academy offers to students with special education needs and disabilities. It meets the requirements (6.79 – 6.83) of the "Special educational needs and disability code of practice: 0-25 years (January 2015) on publishing information about the implementation of the MAT's policy for pupils with SEN.

What is a special educational need or disability?

A child or young person has a SEND if they have learning difficulty or learning disability which calls for a special educational provision to be made for them. A child of compulsory school age or young person has a learning difficulty or disability if they:

- (a) Have a significantly greater need in learning than the majority of others of the same age: or
- (b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has a special educational need if they fall within the definition of (a) or (b) above or would do so if special educational provision was not made for them. (Special Educational Needs and Disability, Code of Practice: 0 – 25 years, January 2015)

SEND in Context at St Chad's Primary Academy– November 2019

| Criteria | Data (<i>National figure for state-funded secondary schools</i>) |
|---|--|
| Total number of students on roll in Years Reception to Year 6 | 205 |
| % of students with statements / EHCPs | 1% (2 pupils) |
| % of students identified as SEND Support | 7% (15 pupils) |
| % of school population with SEND provision | 8% (17 pupils) |

Impact of Support and Interventions - Outcomes and Progress

| Measure | 2019 | | National |
|---|-------------------------------|--|-------------------|
| | Non SEN | SEN* | 2019 figures |
| KS2 SATs Attainment % Expected in Reading Writing and Maths | 78% | 50% | 64% |
| Progress | R: +0.8 W: -1.8 M: +0.1 | R: +5.7 * W: 0* M: +6.9 (One child taking SATS) | not yet available |

- This cohort had 2 pupils with SEN including 1 with an EHC plan who was disapplied from taking KS2 SATs.

Attendance

| | 2019 | |
|-----------|----------------------|----------------------|
| | SEN children | All children |
| % Absence | 4.8% | 3.1% |
| | (National 2018 5.5%) | (National 2018 4.2%) |

Admissions

Children in receipt of an Education, Health and Care plan (EHC) or Statement of Education Needs (SEN) that names St Chad's CE Primary Academy as the appropriate school, will be admitted before any other children.

How will the academy support my child or young person's learning?

Support for all students with special educational needs is overseen by the SENCo who works with other staff including the Principal, Assistant Principals, teachers and support assistants who are all committed to delivering the very best possible experience for all students. **The first and most important stage of intervention is quality first teaching which is appropriately differentiated or adapted.**

SEND Expenditure 2019-2020

SEND funding in 2019-2020 has been allocated to support the following:

| Type of support | Objective | Evidence Base | Expected Outcome |
|-------------------------------------|--|--|--|
| Quality first teaching | To ensure that all SEND students receive quality first teaching. | EEF (Education Endowment Foundation) – High impact, strong evidence base. | Limited intervention is needed due to consistent, high quality provision |
| SENCO | To lead on all matters regarding the provision, support and tracking of students with special educational needs. | | |
| Senior Leadership Group | To develop, implement and quality assure the SCPA's literacy and numeracy intervention package for all students, including those with additional needs. | EEF – Mastery support programmes have a moderate impact on student outcomes. | Address literacy and numeracy concerns for identified students in phase 1 so that they can access the whole curriculum. |
| Teaching Assistant team | To support the teaching and learning of students with additional needs and liaise with teaching staff as to the personalised education plans of the SEND students in their care. | EEF - Mentoring | Address barriers to learning including raising attainment, attendance and improving organisation. |
| Higher Learning Teaching Assistants | As above but with the additional responsibility of planning and delivering the mastery support programme. | EEF - Mentoring | Address barriers to learning including raising attainment, attendance and improving organisation. |
| Learning Mentor | The responsibility of managing and monitoring the behaviour, attendance and wellbeing of all students, including those with SEND needs, who are placed in SCPA. | National data on attendance and achievement. Impact of positive behaviour due to associating with a 'familiar face' and having consistency in behaviour management and wellbeing procedures. | To establish a new high benchmark for behaviour data following the new BfL system To maintain or better 2018/2019 SEN attendance figures. |

| | | | |
|-----------------|---|-----------------|---|
| Learning Mentor | To provide mentoring support for students who face barriers to learning whether that be academic, social, medical or emotional. | EEF - Mentoring | Address barriers to learning including raising attainment, attendance and improving organisation. |
|-----------------|---|-----------------|---|

Support available for children and young people with Special Educational Needs

Support provided by academy staff.

When a student joins the academy, information is elicited regarding specific needs and these are made available to key staff, and individuals who will be interacting with that student, to plan appropriate provision and support. Class teachers with the support of the SENCo liaise with parents to develop the best possible support package. Our staff also receive targeted SEND and other specialist training. When necessary, students may work with outside agencies, specific to their requirements, to receive additional support. However, parents and carers are always advised of any interventions organised to take place at the academy.

Support with Curriculum

Teachers at the academy deliver outstanding lessons that are appropriately adapted and personalised to match students' needs and targets. Where necessary, we also provide additional help with classroom support, one-to-one intervention or small group work. Parents are invited to contribute to reviewing targets on learning plans at our termly IEP review meetings. Appointments can also be made with the SENCo and pastoral team to discuss any particular concerns.

Support for children and young people's well being

The academy strives to maintain a supportive environment for students and understands that a priority is students' emotional wellbeing whilst they continue their academic journey. We cultivate a culture of empathy and respect through our core values here at the academy and these are promoted throughout the school. In addition, where it is deemed beneficial, children are invited to take part in individual or small group sessions aimed at boosting confidence and self-esteem and giving children with the extra help sometimes needed to improve social skills and independence. Students and parents have the opportunity to discuss any concerns with their class teacher, support staff or the Learning Mentor and we also provide direction to additional services where required.

Support of students with medical needs

If your child has specific medical factors contributing to their educational needs please contact the school where a member of staff can discuss specific provisions that may need to be implemented. If a student requires medication within the academy day, this can be administered by staff at the academy once the appropriate consent forms have been completed. Parents/carers are encouraged to keep an active dialogue to communicate any changes in students' needs as this can play a part in the students' education.

Support for students who require help with literacy and numeracy

If additional support is required, our teachers will organise this and it could include additional tuition either on an individual basis or taking part in small group work.

Support outside the classroom

The academy aims for all students to be able to participate in all the activities provided from extra-curricular after school sessions to school trips. If a student requires additional provisions for these activities the academy will endeavour to provide support. Staff will consider any specific needs when planning and running these activities or organising school trips. The SENCo can provide information regarding clubs that would benefit students with special education needs provided at

the academy. If you have any concerns regarding your child or young person's medical needs in relation to extra-curricular activities please contact the school to discuss with the SENCo.

Students moving to a new setting/school/college or continuing their academic journey The academy provides a dynamic transition process where Year 6 students have opportunities to visit their chosen high school prior to their start date. The SENCo can arrange for additional visits for students with special educational needs to help them adjust to the big change from Primary to Secondary school. If your child or young person has an Education, Health Care Plan the SENCo may meet with the SENCo of the next school to pass on all the necessary information on the student and invite them to attend EHC Planning or Annual Review meetings to ensure the student's transition to the academy is as smooth as possible and suitable provisions are established ready for their arrival. When a student leaves St Chad's CE Primary Academy to move to a new setting, the academy will forward on all relevant documentation and information regarding their needs. If required academy staff may accompany students on visits to the new setting and meet with appropriate staff.

Services available or can be accessed by the academy.

The academy frequently liaises with local agencies such as CAMHS, Hearing Impairment Services, Speech and Language Therapy Team, School Nursing Team and Specialist Inclusion teams to ensure students' needs are met. We also work closely with the Calderdale SEN team to review students with Statements of special Educational Needs or Educational Health and Care plans. Parents/ carers are encouraged to contact the academy if their child or young person's requirements change so provisions can be adequately adapted quickly.

What can you or your child/young person do to support their learning?

It is essential that parents are involved in their child's education. Events to support this include transition events, IEP Review meetings, Parental Consultation Evenings and other meetings as appropriate. We work to provide a comfortable environment where students can feel confident approaching staff, for example with homework queries or to request additional support. Students and parents are also invited to participate in the review process. Views about how best we can meet the needs of the child will be explored in consultation with the student and their parents.

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

In the first instance you should contact the Academy's SENCo, Sara Porter to discuss your concerns. This can be done by e-mail admin@stchads.trinitymat.org

For additional information regarding Calderdale Council's local offer please see below
<http://www.calderdale.gov.uk/education/parents/send-offer/support/index.html>

For additional information regarding SEN at St Chad's CE Primary Academy please feel free to contact the SENDCo Sara Porter through admin@stchads.trinitymat.org.

Review Date: October 2019