Kent Catholic Schools' Partnership
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Knowledge-rich, skills-led learning for all
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Partnership of love, ambition, joy and peace

Learning and Challenge Rooted in Faith

Special educational needs and disabilities (SEND) information report

Model policy template			
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Dear parents and carers,

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how SEND support works in our school.

If you want to know more about our arrangements for, SEND, read our SEND

policy. You can find it on our website by following the links below:

https://www.st-benedicts.medway.sch.uk/SEND/

https://www.st-benedicts.medway.sch.uk/Statutory-Information-and-Policies/

Note: If there are any terms, we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

1. What types of SEND does the school provide for?

Our school acknowledges pupil cohorts with additional need and might typically support pupils with a primary diagnosis as indicated below:

AREA OF NEED	CONDITION
Communication and interaction	Autism spectrum disorder
	Speech and language difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
	Severe learning difficulties
Social, emotional and mental health	Attention deficit hyperactive disorder (ADHD)
Sensory and/or physical	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment

2. Which staff will support my child, and what training have they had?

Our special educational needs co-ordinator, or SENCO

Our SENCO is Mrs Jayne Stuart who is a qualified teacher and achieved the National Award in Special Educational Needs Co-ordination.

Mrs Stuart has eight years' experience in this role and is also a qualified teacher. She is allocated two days a week to manage SEND provision.

Class teachers

All of our teachers receive in-house SEND training, and are supported by the SENCO to meet the needs of pupils who have SEND.

Teaching assistants (TAs)

We have a team of TA's who are trained to deliver SEND provision.

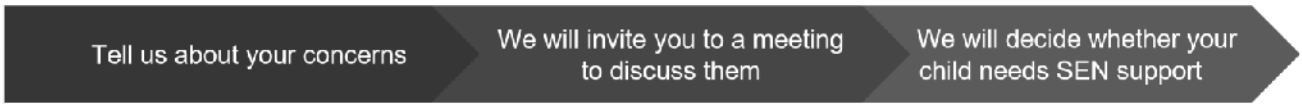
We have teaching assistants who are trained to deliver interventions such as Precision Teaching, Sensory Circuits, Colourful Semantics, Speech and Language Link, Lego Build to Express, Lego communication group, Bucket Time, Elsa sessions, Intensive Interaction, Nurture Groups and Rainbows.

External agencies and experts

Sometimes we need extra help to offer our pupils the support that they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEND and to support their families. These include:

- Speech and language therapists
- Educational psychologists
- Occupational therapists
- GPs or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services and other LA-provided support services
- Voluntary sector organisations
- Outreach agencies – Fortis Trust

3. What should I do if I think my child has SEND?



If you think your child might have SEND, the first person you should tell is your child's teacher.

Arrange an appointment to meet with the class teacher via the office email

Your concerns will be discussed with the SENCO, who will be in touch to discuss your concerns.

You can also contact the SENCO directly via the office email.

We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are.

Together we will decide what outcomes to seek for your child and agree on next steps.

We will make a note of what's been discussed and add this to your child's record. You will also be given a copy of this.

If we decide that your child needs SEND support, we will formally notify you in writing and your child will be added to the school's SEND register.

4. How will the school know if my child needs SEND support?

The school has regular In-School Reviews and Pupil Progress meetings.

All our class teachers are aware of SEND and monitor any pupils who aren't making the expected level of progress in their schoolwork or socially.

If the teacher notices that a pupil is falling behind, they try to find out if the pupil has any gaps in their learning. If they can find a gap, they will give the pupil extra tuition to try to fill it. Pupils who don't have SEND usually make progress quickly once the gap in their learning has been filled.

If the pupil is still struggling to make the expected progress, the teacher will talk to the SENCO, and will contact you to discuss the possibility that your child has SEND.

The SENCO and Fortis Trust Outreach Agency may sometimes observe the pupil in the classroom and in the playground to see what their strengths and difficulties are. They will have discussions with your child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.

The SENCO will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.

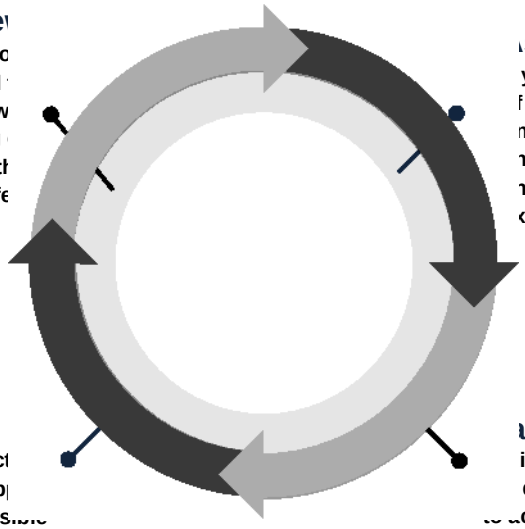
Based on all of this information, the SENCO will decide whether your child needs SEND support. You will be told the outcome of the decision in writing.

If your child does need SEND support, their name will be added to the school's SEND register, and the SENCO will work with you to create a SEND support plan for them.

5. How will the school measure my child's progress?

We will follow the 'graduated approach' to meeting your child's SEND needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



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We will assess how well the suppo we put in place helped the pupil meet the outcomes we set. We w use our improved understanding your child's needs to improve th support we offe

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your child is not making the expected level f progress, we will make an assessment to nd out what strengths and difficulties your ild has. We will ask for you and your ild's input, as well as getting help from xternal professionals where necessary.

We will put our plan into pract The class teacher, with the sup of the SENCO, will be respons for working with your child on a daily basis, and making sure the support we put in place is having the impact we intended.

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iscussion with you and your child, we decide what outcomes we are hoping achieve. We will make a plan of the support we will offer your child to help them meet those outcomes. We will make a record of this and share it with you and all relevant school staff.

As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEND support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

6. How will I be involved in decisions made about my child's education?

We will review IPPM targets every term. We will inform you of your child's progress via a Pupil Progress report in Term 2 and 4 and an annual report in Term 6.

Your child's class teacher will meet with you 2 times a year to:

- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

The SENCO may also attend these meetings to provide extra support.

We know that you're the expert when it comes to your child's needs and aspirations. So, we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEND support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and you will be given a copy.

If you have any concerns between these meetings, please contact your child's class teacher by requesting an appointment through the school office, either by telephone or by email at office@st-benedicts.medway.sch.uk.

7. How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age, and level of competence. We recognise that no 2 children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Prepare a presentation, written statement, video, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey

8. How will the school adapt its teaching for my child?

Your child's teacher is responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will differentiate (or adapt) how we teach to suit the way the pupil works best. There is no '1 size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

These adaptations include:

- Adapting our curriculum to make sure all pupils are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Teaching assistants will support pupils on a 1-to-1 basis
- Teaching assistants will support pupils in small groups

We may also provide the following interventions:

AREA OF NEED	**CONDITION**	**HOW WE TYPICALLY SUPPORT THESE PUPILS**
Communication and interaction	Autism spectrum disorder	Visual timetables Social stories
	Speech and language difficulties	Speech and language therapy
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	Dyslexia-Friendly Interactive White Boards and handouts Resources and equipment e.g. pencil grips, coloured overlays, writing slopes
	Moderate learning difficulties	Adaption to resources
	Severe learning difficulties	Multi-sensory approaches to learning
Social, emotional and mental health	ADHD, ADD	Quiet, distraction free workstation Additional time Chunked tasks
	Adverse childhood experiences and/or mental health issues	
Sensory and/or physical	Hearing impairment	Adaptations of resources and the environment
	Visual impairment	Adaptations of resources and environment
	Multi-sensory impairment	Adaptations of resources and the environment
	Physical Impairment	

These interventions are part of our contribution to Medway's local offer.

9. How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their goals each term
- Reviewing the impact of interventions after a set number of weeks (generally between 6-12 weeks)
- Using pupil voice
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding a Person-Centred Annual Review (PCAR) if they have an education, health and care (EHC) plan

10. How will the school resources be secured for my child?

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- More teaching assistant hours
- Further training for our staff
- External specialist expertise

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

The school will cover up to £6,000 of any necessary costs. If funding is needed beyond this, we will seek it from our local authority.

11. How will the school make reasonable adjustments to ensure that activities are accessible to my child alongside pupils who don't have SEND?

All of our extra-curricular activities and school visits are accessible to all our pupils, including our before and after-school clubs.

All pupils are encouraged to go on our school trips, including our residential trip.

All pupils are encouraged to take part in special events such as sports day, school plays & special workshops.

No pupil is ever excluded from taking part in these activities because of their SEND and we will make whatever reasonable adjustments are needed to make the activities accessible.

12. How does the school make sure the admissions process is fair for pupils with SEND?

Admission arrangements

The admission of pupils with an EHC Plan is dealt with by a completely separate procedure which is integral to the making and maintaining of EHC plans by the pupil's home local authority. Details of this separate procedure are set out in the SEN Code of Practice. All children whose education, health and care (EHC) plan names one of the schools will be admitted before any other places are allocated.

For more information see the school's Admissions page on our website - https://www.st-benedicts.medway.sch.uk/Our-Admissions-Process/

13. How does the school support pupils with disabilities?

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind. For more information. Please see the school's Accessibility Plan on the school's website.

14. How will the school support my child's mental health and emotional and social development?

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

- Pupils with SEND are encouraged to be part of the school council
- Pupils with SEND are also encouraged to be part of clubs to promote teamwork/building friendships
- We provide extra pastoral support for listening to the views of pupils with SEND
- We are able to provide a Nurture Allotment group, additional Forest School sessions, Drawing & Talking sessions, a Listening Ear intervention, Rainbows, Lego Build to Express sessions and special interest clubs for pupils who need extra support with social or emotional development

We have a 'zero tolerance' approach to bullying. For further information on how we prevent bullying in the school, refer to the school's Behaviour Policy using the link https://stbenedictsme5.greenhousecms.co.uk/Statutory-Information-and-Policies/

15. What support will be available for my child as they transition between classes or settings, or in preparing for adulthood?

Between nursery/ pre-school and school

The SENCO / Key worker of the nursery school meets with our SENCO to discuss the needs of the incoming pupils near the end of the summer term.

We arrange meetings with the parents/carers of incoming pupils to discuss how we can best welcome their child into our community.

We arrange addition transition sessions to support need where necessary

We set up new pupils with a buddy/mentor from year 4 to help them get settled in and make friends.

Between years

To help pupils with SEND be prepared for a new school year we:

- Ask both the current teacher and the next year's teacher to attend a transition meeting of the year when the pupil's SEND is discussed
- Schedule lessons with the incoming teacher towards the end of the summer term
- Visit new classrooms/areas of use where deemed necessary
- Provide transition support packs where deemed necessary
- Provide additional interactions/activities with next year's staff

Between schools

When your child is moving on from our school, we will ask you and your child what information you want us to share with the new setting.

Between phases (for primary schools)

The SENCO of the secondary school will come into our school for a meeting with our SENCO. They will discuss the needs of all the children who are receiving SEND support.

Pupils will be prepared for the transition by:

- Learning how to get organised independently
- Plugging any gaps in knowledge
- Requesting additional transitions sessions to visit the new school

16. What support is in place for looked-after and previously looked-after children with SEND?

Class teachers will work with Mrs Stuart, our SENCO, to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEND might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEND support plans or EHC plans are consistent and complement one another.

17. What should I do if I have a complaint about my child's SEND support?

Where parents have concerns about our school's SEND provision, they should first raise their concerns informally with the SENCO. We will try to resolve the complaint informally in the first instance. If this does not resolve their concerns, parents are welcome to submit their complaint formally.

Formal complaints about SEND provision in our school should be made to the Headteacher in the first instance. They will be handled in line with the Trust's complaints policy- https://www.st-benedicts.medway.sch.uk/Statutory-Information-and-Policies/

If the parent or carer is not satisfied with the school's response, they can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the SEN Code of Practice.

If you feel that our school discriminated against your child because of their SEND, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: https://www.gov.uk/complain-about-school/disability-discrimination

You can make a claim about alleged discrimination regarding:

- Admission
- Exclusion
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

More information about disagreement resolution and mediation services in the Kent Local Authority area can be found here, and for the Medway Local Authority area here.

What support is available for me and my family?

If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at Medway's Local offer. Medway publishes information about the local offer on their website: Local Offer | Medway Council

Our local special educational needs and disabilities information advice and support services (SENDIASS) organisations and local charities that offer information and support to families of children with SEND can be found via this link: Family help and support | Family help and support | Medway Council

National charities that offer information and support to families of children with SEND are:

- IPSEA
- SEND family support
- NSPCC
- Family Action
- Special Needs Jungle

18. Glossary

- **Access arrangements** – special arrangements to allow pupils with SEND to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- **Area of need** – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.
- **CAMHS** – child and adolescent mental health services
- **Differentiation** – when teachers adapt how they teach in response to a pupil's needs
- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.
- **EHC plan** – an education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.
- **First-tier tribunal/SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND
- **Graduated approach** – an approach to providing SEND support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **Local offer** – information provided by the local authority which explains what services and support are on offer for pupils with SEND in the local area
- **Outcome** – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment
- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- **SENCO** – the special educational needs co-ordinator

  SEN – special educational needs

- **SEND –** special educational needs and disabilities
- **SEND Code of Practice** − the statutory guidance that schools must follow to support children with SEND
- **SEND information report** − a report that schools must publish on their website, that explains how the school supports pupils with SEND
- **SEND support** − special educational provision which meets the needs of pupils with SEND

Transition − when a pupil moves between years, phases, schools or institutions or life stages