



## SEN INFORMATION REPORT

St Dominic's Primary school is an inclusive school and we ensure that all pupils are included in all aspects of school life. We encourage all children, regardless of their needs, to make the best possible progress at school. We believe firmly in quality teaching coming first, and we ensure our children have access to a broad and diverse curriculum to develop independent and team skills.

From 2014 schools and Local Authorities have been asked to provide a 'local offer' detailing what their school or authority can provide for children and young people with special educational needs and/or disabilities. We have set up this offer in a way that we hope answers some of the questions parents may have when deciding where to place their child.

We hope the following pages will answer any questions you may have about our provision. Towards the end there is a quick breakdown of the provision we offer for the main areas of need. Just below are some common questions that parents may have.

### Handy abbreviation support!

<b>SEN</b>	Special educational needs
<b>EHC</b>	Education Health Care plan
<b>SaLT</b>	Speech and language therapy
<b>SLC</b>	Speech, language and communication
<b>ASD</b>	Autistic spectrum disorder
<b>CAMHS</b>	Child and adolescent mental health services
<b>HLT</b>	Hackney learning Trust
<b>MLD</b>	Moderate learning difficulty
<b>SpLD</b>	Specific learning difficulty
<b>EP</b>	Educational psychologist
<b>SSP</b>	School support plan

### Who is my SEN point of contact?

Mr Andrew Armstrong is our Assistant Head teacher and SENCo. He is responsible for co-ordinating SEN provision across the school.

### What should I do if I think my child has SEN?

Initially speak to your child's class teacher. They will be able to answer any questions you may have about your child's progress. If you continue to have concerns then ask at the office for a meeting with Mr Armstrong.

### How do the school know if a child needs extra help?

We track children's progress regularly through assessment data. If a child is failing to make expected progress then we may start to introduce some extra help.

If there is a change in a child's behaviour or progress, this may be another trigger for the introduction of extra support.

We also listen carefully to parents/carers if they raise any concerns. We recognise the importance of the child and their parents being involved in decision making.

### What kinds of SEN are there?

A child has SEN if they significantly greater difficulty in learning than the majority of others the same age; or if they have a disability which prevents or hinders them from making use educational facilities.

Speech and language difficulties, emotional and social difficulties and learning difficulties (specific and moderate) are all common forms of special educational need. Some children may have sensory or physical needs such as hearing or vision impairment.

It is possible that some children will have more than one need which is affecting their learning and progress.

### How will I know if my child has SEN (special educational needs)?

If the school are concerned and think your child has additional needs, you will be contacted by Mr Armstrong and asked to come in for a meeting. We will discuss what our concerns are and let you know what kind of additional support or external agency involvement (if any) we are considering to support your child.

### How will I find out what support my child will get?

Mr Armstrong and/or your child's class teacher will always inform you if we are providing extra provision for your child. You may be informed in a letter or a meeting. Your child's termly IEP will also show any extra provision that is being given to your child as well as the extra targets they have to support their SEN.

### What is in place to help my child's emotional wellbeing?

St Dominic's is a very caring and supportive environment. All children are made aware that they can speak to a number of different staff to discuss their concerns. We have a dedicated Learning Mentor, Mr Steve Herbert. We have a 'Playground Buddies' support network for children to access in the playground. We also are fortunate enough to have an 'A-Space' art therapist, Amy Ison, who works one day each week in the school with children who may need some therapeutic support at one time or another.

### What family support does the school offer?

Mr Armstrong works with a number of other agencies that he can refer families to for support.

We recommend that all parents of children with SEN contact 'Hackney Parent Partnership' as a mine of information and support in the local area.

We regularly publish information in our school newsletter about local courses such as the **FIRST STEPS' INCREDIBLE YEARS PARENTING GROUP** which is offered through the Gainsborough Children's Centre.

### Will the school support me to help my child at home?

Your child's class teacher will be happy to give you a number of ways you can support your child at home.

Mr Armstrong may meet with you to discuss strategies to use to support your child with their additional needs.

If an external agency, for example an EP or SaLT, is involved with your child, they will probably give you strategies to use at home as well.

### How will I be told about my child's progress?

You will have the opportunity termly to meet with your child's class teacher and discuss the support they receive in school and their progress. You will also have an opportunity to book an appointment with Mr Armstrong during parent's evening to discuss your child's additional needs if you wish.

If you wish to make additional appointments please ask in the office.

### How much progress should my child be making?

In Reception, all pupils are assessed throughout the year using Development Matters and the EYFS profile. From year 1 onwards, we use the SEN Progression Guidance for end of Key Stage expectations for pupils operating at P levels. Alongside this – for pupils working at or above P levels – teacher assessments and scaled scores are used at the end of KS1 and KS2. For statutory teacher assessments, pupils with P levels are recorded as working below the level of the pre-key stage (the P levels are also reported). Pupils working above the P levels are recorded either as working at a pre-key stage standard, working towards the expected standard or working at greater depth within the expected standard. Additionally, at KS2, if an SEN pupil is working at the level of the national curriculum tests, test outcomes are also reported as follows: not achieving the standard, achieving the standard or achieving the higher standard.

### What specialists do the school work with?

We work with a number of external agencies to support children in the school. These include, but are not limited to:

- Speech and language therapists (SLT).
- Specialist teachers
- Educational psychologists
- Occupational therapists
- 'A-Space' Art therapist
- CAMHS clinicians
- First Steps
- Paediatricians
- Re-engagement unit from Hackney Learning Trust
- Exclusions manager from HLT.

### My child has health needs – how can the school help?

Mr Armstrong works closely with our school nurse, Modupe Adelaja. If your child has a medical condition, it is **very** important that you let Mr Armstrong know so that he and Ms Adelaja can meet with you to set up a health care plan. This plan will be shared with your child's class teacher and any other staff who need to know.

This plan will be updated regularly. If your child has an allergy or a serious health condition this information is shared with all staff so that everyone can ensure they give the correct care to that child.

### **What training have the staff supporting children with SEND completed, or are currently completing?**

Different members of staff have received training related to SEND, these have included:-

- How to support children with speech and language difficulties and run language groups
- How to support children on the autistic spectrum
- How to support children with social and emotional needs
- How to support children with medical needs

### **How do we involve parents and families in planning support?**

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

This may be through:-

- Discussions with the class teacher
- Discussions with Mr Armstrong, the school SENCO; the Senior Leadership Team or Mr Herbert, the Learning Mentor.
- Termly review meetings
- Annual Statement/EHC review meetings
- Speech and Language and Autism Group coffee mornings

### **How will my child be included in activities in school?**

Activities and school trips are available to all of our pupils.

- Risk assessments are carried out and procedures are put in place to enable all children to participate.
- If it is felt necessary, a parent or carer may be asked to accompany a child during the activity depending on the level of support required.

### **How are the school's resources allocated and matched to the pupil's special educational needs? How are decisions made about how much support my child will receive?**

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

Additional provision may be allocated after discussion between the class teacher, SENCO, Literacy and Numeracy Coordinators and Head teacher during our termly Pupil Progress reviews.

Resources may include deployment of staff depending on individual circumstances.

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

These decisions are made in consultation between parents, the class teacher, SENCO and Senior Leadership Team. Decisions are based on termly tracking of pupil progress and as a result of assessments made by outside agencies

### **How is the school accessible to pupils with SEND?**

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

- Low level access to Early Years and Key Stage 1 buildings
- We are always willing to make adjustments to room allocations
- Provision of FM equipment to hearing impaired pupils.

### **How will the curriculum be matched to needs of my child?**

When a pupil has been identified with SEN their work will be differentiated by the class teacher to enable them to access the curriculum and make progress.

Members of staff may be allocated to work with the pupil in a 1:1 or small focus group to meet specific needs.

If a child has been identified as having SEN they will be included in our SEN Register. Targets will be set according to their area of need. These will be monitored and review by the class teachers at least three times per year.

If appropriate, specialist equipment may be given to the pupil e.g. pencil grips, writing slopes.

### **How will I know how St Dominic's Catholic Primary School supports my child?**

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

If a pupil has needs related to more specific areas of their education, such as spelling, handwriting, numeracy or literacy skills etc. then the pupil will be placed in a small focus group. This intervention will be run by the class teacher or the class teaching assistant. The length of time that the support will run will vary according to need but will generally be for one term. This support will be regularly reviewed by all involved to ascertain the effectiveness and impact of the provision and to inform future planning. These interventions are recorded on a Provision Map.

Pupil Progress reviews are held every term. In these meeting the class teacher meets with the SENCO and the Senior Leadership Team to discuss the progress of all the pupils in their class. This shared discussion may highlight any potential problems in order for further support to be planned.

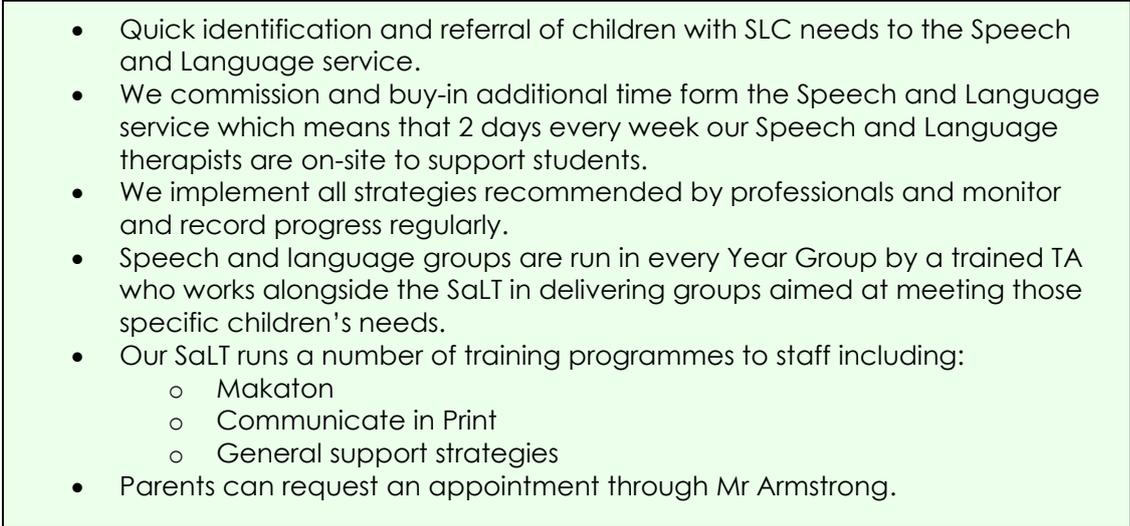
Occasionally a pupil may need more expert help from an agency outside of school, such as Educational Psychology. If this is the case, a referral will be made with your consent and forwarded to the most appropriate support agency. In some cases the pupil may undergo a number of assessments and support is provided to the school and parents/carers.

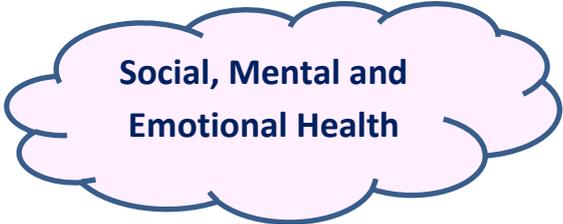


**Speech, language  
and communication  
needs.**



**What support is there for...**

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- Quick identification and referral of children with SLC needs to the Speech and Language service.
  - We commission and buy-in additional time from the Speech and Language service which means that 2 days every week our Speech and Language therapists are on-site to support students.
  - We implement all strategies recommended by professionals and monitor and record progress regularly.
  - Speech and language groups are run in every Year Group by a trained TA who works alongside the SaLT in delivering groups aimed at meeting those specific children's needs.
  - Our SaLT runs a number of training programmes to staff including:
    - Makaton
    - Communicate in Print
    - General support strategies
  - Parents can request an appointment through Mr Armstrong.



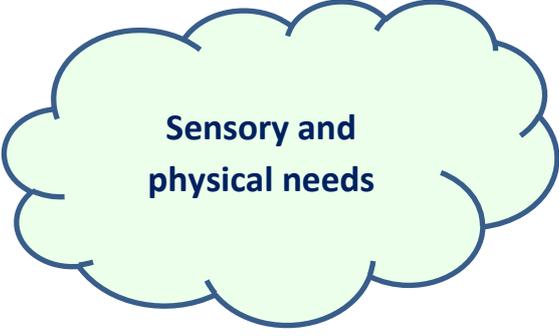
**Social, Mental and  
Emotional Health**

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- The school's behaviour policy 'Stay on Green' is applied consistently and fairly.
  - Children whose behaviour is causing concern are placed on a graduation of 'behaviour charts' which include weekly meetings with parents to discuss and review strengths and targets.
  - Home/School communication is a key component of the policy and regular meetings are held with parents.
  - Key staff are trained on 'positive handling' techniques.
  - Individual pastoral support plans are written for children with more serious difficulties.
  - Positive Handling Plans are put into place for children to ensure effective and personalised de-escalation strategies are shared for children who need this.
  - Educational Psychology service and CAMHS support.
  - Weekly hour-long art therapy sessions for children suffering from emotional difficulties.
  - Personal, Social Health education (PSHE) lessons support positive behaviour and social skills.
  - Social skills groups run in a number of Year Groups following clear programmes.
  - Reward systems which encourage positive behaviours: weekly Head Teacher's Awards and Gold Behaviour Awards, which are presented during Friday assemblies, Green Point Class targets and Class Green time.



## Moderate and specific learning difficulties

- High quality teaching, which is differentiated and personalised in the classroom and support from class teacher and TA.
- Streaming of children for phonics from Reception in order to target support
- Streaming of maths in Year 6.
- Individual and group support from TA and/or class teacher.
- Use of synthetic phonics to ground children's early understanding of sound and support decoding.
- Use of physical resources (numicon) in maths.
- In KS1 daily phonics interventions and 1:1 weekly phonics interventions.
- In KS1 and 2 small group focus maths interventions.
- Volunteer reading support for children not making expected progress.
- After-school writing group for targeted groups of students.
- Termly assessments to track and monitor progress.
- Individual support available for children with statements of SEN.
- Use of computer programmes (Accelerate/Acceleratewrite) to support understanding and give additional literacy support outside class lessons.



## Sensory and physical needs

- Quick identification and referral of children to Occupational Therapy service
- We implement all strategies recommended by professionals and monitor and record progress regularly.
- We provide all required or requested resources e.g.: pencil grips, special scissors, support blocks, chewy tubes etc.
- Use of specialist teachers to implement plans to include strategies for managing sensory needs.
- Regular liaising with school nurse and/or paediatrician to ensure children with physical needs can access the school environment.
- Implementation of accessibility plan (please see website) to ensure that St Dominic's school is accessible to a wider range of children with different needs.

Date Amended:  
**February 2017**