

SEN Governors' Report to Parents: 2018/19

Christ the King RC Primary School



1. The kinds of special educational needs for which provision is made at the school

The school provides and has provided support for a range of special educational needs some of these include:

- dyslexia
- dyspraxia
- dyscalculia
- autism
- ADHD
- social interaction
- anxiety
- speech language and communication
- hearing impaired
- visually impaired
- mental health and behaviour therapy
- aspergers

2. Information, in relation to mainstream schools and maintained nursery school, about the school's policies for the identification and assessment of pupils with SEN

Please refer to the school Special Educational Needs Policy and School Offer (links on website).

Christ the King School is committed to the early identification of Special Educational Needs. Nursery parents are invited to an open evening to meet the School SENCo. Parents can request separate meetings with the SENCo at their convenience. Staff have up to date training via staff meetings and INSET days and consult with the SENCo regularly.

3. Information about the school's policies for making provision for pupils with SEN, whether or not pupils have EHC plans, including:

- a. How the school evaluates the effectiveness of its provision for such pupils

Evaluations are carried out informally on a daily basis and formally on a weekly and half termly basis depending upon the level of need and interventions used. Support staff, teachers, parents and children are included in these evaluations.

- b. The school's arrangements for assessing and reviewing the progress of pupils with SEN

Progress is assessed and reviewed on a daily basis informally and then formally through weekly reviews. These reviews are then used to measure progress at the end of a half term or at the end of an intervention if needed.

- c. The school's approach to teaching pupils with SEN

School provides personalised learning packages for all pupils with individual plans. These packages include personalised resources and adult support (sometimes through specialist teaching). All children are included in their class's creative curriculum where differentiated resources enable them to participate fully in all topic work. Children with SEN may need to be withdrawn from class for pre-teaching activities or specialist provision.

- d. How the school adapts the curriculum and learning environment

The curriculum and learning environment is constantly reviewed and evaluated. The school SENCo conducts 'learning walks' to ensure that provision in each class is child centred and is designed for all needs. If specialist resources are required, eg radio aids, then school works with the relevant personnel to ensure that equipment is suitable.

- e. Additional support for learning that is available for pupils with SEN

School support staff are trained in dyslexia, supporting the hearing impaired and children with ASD. Specialist teachers and therapists offer support for Speech Language and communication, Autism and physio and occupational therapy. The school employs the services of a Speech and Language Therapist who visits 18 days on alternate Mondays. The therapist works with children and staff in school rather than in clinic. School also receives support and training from a teacher of the hearing impaired. Staff from Salford Learning Support Service visit school to work with individual children after referrals have been made.

- f. Activities that are available for pupils with SEN in addition to those available in accordance with the curriculum

All children participate fully in school life and all curriculum policies and procedures ensure that differentiated resources are in place in order for all children to do so. School offers after school clubs to KS2 children with SEN and school trips and visits are planned and risk assessed for all levels of need.

- g Support that is available for improving the emotional and social development of pupils with SEN

School support mentors are timetabled and made available for the development of any social and emotional needs. The school has a buddy system and GIFT team that offer peer support. 'Home-School' books and diaries are created for some children to develop self-esteem and empowerment. The school has used Healthy Innovation Funding to buy in a school counsellor and mentor who meets with children on a one to one basis depending on their needs. We have also bought in the counselling services offered by Caritas to support individual children.

4. In relation to mainstream schools and maintained nursery schools, the name and contact details of the SENCo

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5. Information about how the expertise and training of staff in relation to CYP with SEN and about how specialist expertise will be secured

Training is updated annually. If specific and specialist training is required then school provides this via outside agencies, eg Educational Psychology. School has a subscription to NASEN and uses its resources for staff development and training.

6. Information about how equipment and facilities to support CYP with SEN will be secured

School uses SEN funding and costed provision mapping to secure and resource equipment and personnel. Additional bids and requests for funding are made if a child needs further support or specialist equipment. School has received successful bids for funding from the Healthy Innovation Forum. This funding has been used to support children with social and emotional needs as well as bereavement counselling. Additional monies from Pupil Premium funding has been used to buy in a Speech and Language Therapist and Caritas counselling.

7. The arrangements for consulting parents of children with SEN about, and involving such parents in, the education of their child

Parents are consulted regularly and work closely with all staff involved in the education of their child. They are invited to attend both formal and informal reviews in addition to parent/teacher meetings. 'Home-School' diaries are included on some individual plans. Parents are encouraged to contact the SENCo for support.

8. The arrangements for consulting young people with SEN about, and involving them in, their education

Pupil voice is an essential part of any child's education. Pupils are encouraged to take an active role in setting and evaluating their own targets. School devises systems to enable them to do so dependent upon need. Review time is timetabled every day so that all pupils can discuss and comment on the work and progress that they are making. SEN pupils are supported in this via mentors and in some cases their peers.

9. Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with SEN concerning the provision made at school

The vast majority of concerns and complaints can be resolved informally. There are many occasions where concerns are resolved straightaway through the class teacher/SENCo, the Office Staff or Headteacher, depending on whom the parent first approached.

Parents must feel able to raise concerns with members of staff without any formality, either in person, by telephone or in writing. On occasion, it may be appropriate for someone to act on behalf of a parent. At first, it may be unclear whether a parent is asking a question or expressing an opinion rather than making a complaint. A parent may want a preliminary discussion about an issue to help decide whether he or she wishes to take it further. If parents are not satisfied with the outcome, details of a formal complaints procedure are available from the school.

10. How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations in meeting the needs of pupils with SEN and in supporting the families of such children

The Special Needs Governor has regular meetings and updates from the SENCo regarding the provision for children with SEN. Through full governing body meetings and committee meetings, they regularly update and ratify policies and practice. Governors receive an update on SEN in the Headteacher's report. The Governor for Special Educational Needs is Mrs Catherine Greaves.

11. The contact details of support services for the parents of pupils with SEN, including those for arrangements made in accordance with clause 32

Parents may wish to contact the school SENCo to discuss this further. A wide range of support and advice is available to parents and young people with Special Educational Needs in Salford. Follow link for further details www.salford.gov.uk/supportandadvice

12. The contact details of support services for supporting pupils with SEN in transferring between phases of education or in preparing for adulthood and independent living

Parents may wish to contact the school SENCo to discuss this further. Follow this link for further details www.salford.gov.uk/localofferadulthood

13. Information on where the local authority's offer is published

www.salford.gov.uk/localoffer