

St. Richard’s RC Primary School



Special Educational Needs and Disability (SEND)
Information Report 2021

The governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools must publish information on their websites about the implementation of the governing body’s or the proprietor’s policy for pupils with SEN. The information published below will be updated annually and any changes to the information occurring during the year will be updated as soon as possible. The following document details St. Richard’s R.C. Primary School’s Individual Local Offer (SEN Information Report as required in Schedule 1 of Regulation 51) and should be read in conjunction with the Core Offer set out in Manchester’s Local Offer, which details the provision available in all Manchester schools.

Headteacher	Mr Jon Murray
SENDCO	Mrs Zowie Ormshaw
Contact details	St. Richard’s R.C. Primary School Wilpshire Avenue Longsight Manchester M12 5TL
Email	admin@st-richards.manchester.sch.uk
Telephone	0161 224 5552
Age range	3 - 11

Draft Policy presented to the Full GB on 24.11.21

Proposed by:

Seconded by:

Approved and signed: Chair of Governors

Date:

The kinds of special educational needs that are provided for at St. Richard's RC Primary School are:

- Communication and Interaction needs
- Cognition and Learning needs
- Social, Emotional and Mental Health Difficulties
- Sensory and Physical needs

Policies for identifying children and young people with SEN and assessing their needs:

- SEND Policy
- Accessibility Policy
- Medical Policy

How does the school identify if children need additional support?

All pupils in school receive quality first teaching. This means that a range of teaching and learning styles are used and that appropriate learning objectives are set for all children with a curriculum matched to their needs. All classes are supported by teaching assistants and pupils are also frequently offered additional small group work or interventions where needed. Children are tracked and monitored regularly to ensure that they are working at age related expectations.

If a child is assessed as being well below age related expectations, has a high level of difficulty when they join us or as they change during their school life, they may be considered to have a special educational need or disability (SEND). Progress is monitored closely to help inform any decisions around special educational needs, with concerns from parents/carers and staff in school being used to initially identify a possible need. A health diagnosis would be used to identify a child as being SEND due to a disability. Children with SEND have learning difficulties or disabilities that make it harder for them to learn than most children of the same age. They will need extra or different help. Schools and other external agencies can help most children overcome their difficulties quickly and easily. Some children will need extra help for some or all of their time in school.

SEND stages and terminology

The Special Educational Needs Code of Practice gives guidance to schools in meeting the needs of pupils. It sets out how help should be given in a step-by-step approach. You will be consulted at all stages of this graduated approach and staff will inform you of the additional work they do with your child, through SEN review meetings. Class teachers will assess your child to identify their strengths, needs and the extra help they require. If they need extra or different support than most children their age, they may get extra support through school. This may involve:

- differentiated work;
- small group or individual support;
- alternative resources such as specific ICT programmes or visual prompts;
- Individual sessions with a Learning Support Assistant
- support at playtimes and lunchtimes.

If your child continues to have difficulty even with this support, we may talk to you about asking for advice from professionals and outside agencies such as a Speech and Language Therapist, Hearing/Visual impairment Teacher, Play Therapist or an Educational Psychologist. Your child

would continue to get a high level of extra support in school guided by the advice of these professionals.

Education, Health and Care Plan (EHC)

If your child's needs are complex or severe we may suggest that we ask the Local Authority for a statutory assessment. This may result in your child having an 'EHC' which describes your child's SEND and the special help they should receive.

EHCs usually involve the Local Authority recognising the extra resources needed to help your child, although the school continues to fund a significant proportion of this. Additional resources often include staff time, specialist support and/or equipment.

Arrangements for consulting parents of children with SEND and involving them in their child's education

The school aims to work in partnership with parents and carers. We do this by:

- Making parents and carers feel welcome
- Giving parents and carers opportunities to play an active and valued role in their child's education
- Communicating with and encouraging parents and carers to inform school of any difficulties they perceive their child may be having
- Working together to agree targets
- Providing opportunities to suggest how you feel school could support your child
- Keeping parents and carers informed and giving support during assessment and through any referral processes
- Working effectively with all other agencies supporting children and their parents.
- Making parents and carers aware of the Parent Partnership services and the Local Offer.

Arrangements for consulting young people with SEN and involving them in their education

We recognise that pupils have the right to be involved and encourage this in school. We encourage this by:

- Pupil voice questionnaires, views of children and young people (eg – in EHC plans)
- Sharing targets
- Reviews of targets with class teacher and TA regularly
- Children being invited to meetings when appropriate

Arrangements for assessing and reviewing children and young people's progress towards outcomes, including the opportunities available to work with parents and young people as part of this assessment review

Rigorous strategies are in place to monitor progress and the effectiveness of our provision for pupils with SEND, across the school.

Partnership working is achieved by:

- Working effectively with outside agencies as part of the Assess, Plan, Do and Review process

- Ongoing assessments
- Regular meetings and consultation, giving parents the opportunities to play an active role

Arrangements for supporting children and young people in moving between phases of education and preparing for adulthood

- Extra transition visits to choice of high school for children with SEND/Vulnerable Children
- Face to face meetings with high school SENCO throughout year 5 and 6 for children who have EHC Plan
- Transition time for staff when children move between key stages so need is fully understood with support from a Learning Needs Specialist Support Teacher
- Children meet the new teacher/staff alongside familiar staff
- Children are able to access other key stages if appropriate during transition

The approach to teaching children and young people with SEN

Quality First Teaching

Class teachers are responsible for the outcomes of students. They are responsible for high quality teaching and learning and making the curriculum accessible to all students. Teachers provide differentiated learning opportunities for all children within the school, ensuring children have full access to a broad and balanced curriculum.

Continuous Professional Development

Teaching staff will receive ongoing training about strategies to support learning.

The SENDCo will ensure that:

- All relevant information is distributed on students' needs so that teachers have a good understanding of the needs.
- Advice, strategies and resources are accessible and that teachers are equipped in meeting those needs.
- Teachers and teaching assistants liaise regularly to plan for SEND students learning.
- Additional in-class support: where required there is teaching assistant support in place in classrooms.
- Interventions are in place and monitored regularly
- Parents/Carers are kept informed of any changes to the provision that is in place for their child.

How adaptations are made to the curriculum and learning environment of children with SEN

- Every child is treated as an individual
- Differentiated work is provided by the class teacher
- Additional resources to support learning styles and needs if required
- Access to provision in other key stages when appropriate
- Class teachers to consult with specialist teachers when appropriate
- Flexible timetabling e.g. lunch time club, fun club etc
- Expertise and training of staff to support children and young people with SEN

- Children have access to an Educational Psychologist, Speech and Language therapist and specialist outreach teachers
- CPD for teachers from the Speech and Language services for whole staff and individual staff
- CPD for teachers from the School Educational Psychologist
- Outreach support from the Rhosey Team, The Birches and Lancasterian Specialist School

Evaluating the effectiveness of the provision made for children and young people with SEN

To evaluate the effectiveness of provision for pupils within our school, we:

- Carefully map provision for all vulnerable learners, ensuring staff deployment, resource allocation and appropriate interventions are in place.
- Hold regular progress meetings

The SENDCO is responsible for reporting regularly to the head and the governor with responsibility for SEND on the ongoing effectiveness of provision made for children with SEN.

All staff in school have a responsibility for maximising achievement and opportunity of vulnerable learners – specifically, all teachers are teachers of pupils with special educational needs. Staff are aware of their responsibilities towards all vulnerable learners and a positive and sensitive attitude is shown towards all pupils at all times.

How the school involves other bodies in meeting children and young people's SEND and supporting their families

- Outreach support from Rhosey Team, Lancasterian and the Birches Specialist School
- Referrals to the School Nurse
- Parent drop ins with the School Nurse
- CAMHS referrals
- Teacher reports for the GP and CAMHS

Looked after Children (LAC) and Special Educational Needs and Disabilities (SEND)

All the above arrangements apply in the same way if a child has SEN and is a Looked after Child. The Designated Person for LAC is Mrs Diane Kelly.

Further details

Please see our SEN Policy for more information regarding SEN.

If you would like to view Manchester's Local Offer please [Local Offer](#)

If you want advice from professionals outside school, you may find the following contacts helpful:

Parent Partnership: 0161 209 8356
School Admissions: 0161 245 7166

You may also find the following documents, produced by the Department for Education (DfE), useful:

- [Special Educational Needs and Disabilities guide for parents and carers](#)
- [Easy read information on SEND reform](#)

