

St. Richard’s RC Primary School



Special Educational Needs and Disability (SEND)

Information Report March 2024

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 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
SEND Governor	Mrs Mary Coyne
Email	admin@st-richards.manchester.sch.uk
Telephone	0161 224 5552
Age range	3 - 11

Proposed by JM

Seconded by

Approved & signed by Chair of Governors

Date:



The mission of St Richard's is that we know, love and follow Christ by looking after each other and trying our best every day



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

- The four broad categories of SEN we cater for are Communication and Interaction needs, Cognition and Learning needs, Social, Emotional and Mental Health Difficulties, and Sensory and Physical needs

There are four broad areas of special educational needs and these are outlined in the following (Taken from SEN code of practice 2014)

Communication and interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with an Autism Spectrum Disorder, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication, social interaction and imagination, which can impact on how they relate to others.

Cognition and learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained.

Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Schools and colleges should have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils.

Sensory and/or physical needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or rehabilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. 6.35 Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

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.

Early identification is key.

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

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.

If the teacher notices that a pupil is falling behind, they try to find out if the pupil has any gaps in their learning and support. Pupils who don't have SEN 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 SEN.

The SENCO will 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 outside professionals 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 SEN support.

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

The SEN register is fluid and reviewed regularly. Schools and other outside professionals 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 the 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
- Adapted teaching and learning
- Adapted environment

If your child continues to have difficulty even with this support, we may talk to you about asking for advice from people outside professionals. Your child would continue to get a high level of extra support in school guided by the advice of these professionals.

Examples of specialist agencies used by and that are available to be used by the school:

- Educational psychologists
- Child and Adolescent Mental Health Services (CAMHS)
- Specialist teachers for children with hearing and vision impairment, including multisensory impairment, and for those with a physical disability
- Specialist Assessors
- Speech and language therapists
- Occupational therapists and physiotherapists
- Specialist nurses
- Health and Safety teams
- Outreach support

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.

EHC's 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
- Opportunity to suggest how you feel school could support their 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 questionnaire, views of children and young people/EHC plan
- Sharing targets
- Review of targets with class teacher and TA regularly
- Children invited to meetings when appropriate

Arrangements for assessing and reviewing children and young peoples' 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

Assess, Plan, Do and Review

This SEN support at St Richard's takes the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach. It draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEN of children and young people.

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

Transition

We will ensure early and timely planning for transfer to a pupil's next phase of education and, in the year before the year in which they leave, will offer transition meetings to all pupils in receipt of Additional SEN support/vulnerable pupils and all those with an EHCP.

Pupils with Education Health and Care Plans will have next phase destinations and transition arrangements discussed at plan review meetings.

Accompanied visits to other providers may be arranged as appropriate and a transition timeline will be produced, with specific responsibilities identified.

Support for the pupil in coming to terms with moving on will be carefully planned and will include familiarisation visits.

Pupils and parents will be encouraged to consider all options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information is comprehensive but easily accessible and understandable.

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 treated as an individual
- Adapted teaching and learning
- 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
- Adapted environment
- 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

How we secure additional resources

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

How we ensure your child is included in activities alongside pupils who don't have SEND

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

All pupils are encouraged to go on our school trips.

All pupils are encouraged to take part in all activities, including sports day/school plays/special workshops.

No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure that they can be included.

Support for emotional and social development

All staff understand and appreciate the importance of children having high self-esteem and positive emotional wellbeing. Pupils are given a high level of pastoral and social support in a variety of ways.

Pupil's social and emotional well-being and development are of vital importance to staff, to ensure safety and engagement.

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

- Pupils with SEN are encouraged to be part of the school council
- Pupils with SEN are also encouraged join extracurricular activities and clubs to promote teamwork/building friendships
- We provide extra pastoral support for listening to the views of pupils with SEN
- We have a 'zero tolerance' approach to bullying.

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' SEND and supporting their families

- SALT assessments and support
- Outreach support from Rhosey Team, Lancasterian and The Birches Specialist School
- Referrals to the School Nurse Team
- Health referrals
- CAMHS referrals
- SCP referrals

- Outreach support
- Teacher reports for the GP, Community Paediatrician 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.

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 SEN support plans or EHC plans are consistent and complement one another.

Arrangements for the Admission of Pupils with Disabilities

St Richard's Primary School follows the policy laid down by the Local Education Authority.

We are always pleased to meet new parents in person and show them around. Please telephone the school to make arrangements, or write or call in – ask for Mrs Ormshaw our SENCO who will be happy to meet with you in the first instance so that we can do everything reasonably possible to meet your child's specific needs. We can also advise you on the application process if needed.

Pupils with an Education, Health and Care Plan

The admission of pupils with an Education, Health and Care Plan is dealt with by a completely separate procedure. Children with an Education, Health and Care Plan that names the school must be admitted. Where this takes place before the allocation of places under these arrangements this will reduce the number of places available to other children.

However, please be aware that all admissions are coordinated through the Local Authority. As far as possible, Manchester's Admissions Team will try to meet parental preferences for schools but it is not always possible to do so. Places in schools are limited by the physical space in the school.

The Disability Discrimination Act 1995 defines a disabled person as one who *has a physical or mental impairment which has a substantial and long-term adverse effect on a person's ability to carry out normal day-to-day activities.*

Steps to prevent disabled pupils being treated less favourably

Most children with Special Needs will not be disabled within the meaning of the Act. The admission of pupils with disabilities is considered in the first instance in the same way as non-disabled pupils. Further considerations are made in the light of need and accessibility. It is the Governors' policy to accommodate pupils with disabilities should parents wish and individual needs are planned for, to prevent any pupils being treated less favourably than other pupils.

Facilities to help disabled pupils access the school

In practice we ensure that classroom and extracurricular activities encourage the participation of all pupils, including those categorised as having Special Educational Needs. Staff organise human and physical resources within the school to increase access to learning and participation by all pupils.

At St Richard's we are happy to discuss individual access requirements. Our equality and accessibility plan is available online and from the school office.

Facilities we have at present include:

- Ramps into school to make the school accessible to all.
- Adapted toilets for disabled users.
- Wide doors in some parts of the building
- Auditory equipment
- A shower has been installed in the EYFS building.
- Changing mat

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

- SEND Policy
- Accessibility Plan
- Medical Policy
- Admission Policy

Complaints

The school works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting pupils' needs.

All complaints are taken seriously and are heard through the school's complaints policy and procedure.

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:

School Admissions: 0161 245 7166

SENDIASS Manchester: <https://www.iasmanchester.org/>

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

- [IPSEA](#)
- [SEND Family Support](#)
- [NSPCC](#)
- [Family Action](#)
- [Special Needs Jungle](#)

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](#)

This report was updated and approved by the full Governing Body at its Spring Term Meeting on Wednesday 20th March 2024.