



## SEND Information Report Academic Year 2017/18



Many parents are thinking....  
How do I know I am doing the right thing?  
What does all this jargon mean?  
What should I do for the best?  
Let's see if we can help.....

### **How does St Chad's know if a child needs Special Education Needs support?**

**"A pupil has SEN where learning difficulties or disability calls for special educational provision– i.e. provision that is different from or additional to that normally available to same age peers." (Oldham LEA)**

The high quality teaching at St Chad's ensures fewer pupils require SEN support. We strive to ensure that every child's needs are met.

Through continual assessment it may become clear that a child requires something additional or different to their same age peers.

Class teachers are always available to discuss parental concerns. Class teachers are the first port of call.

## How will St Chad's support my child?

What do we do:

1. After additional assessments the class teacher and parents will meet to discuss these causes for concern.
2. Strategies will be put in to place and a date will be set to review.
3. If significant progress has not been made then the class teacher will discuss the strategies required with the SENCo. Both will then meet with parents.
4. A decision will be made as to whether a child is deemed to require SEN support and a Pupil Centred Review (PCR) meeting will take place.
5. Support will be based around your child's individual needs. This will involve Class Teacher/LSA or specialist agency, whole class, small group or individual support.

## How will the curriculum be matched to my child's needs?

We believe in equal opportunities and try to meet the physical, emotional and intellectual needs of all our children.

Pupils receiving SEN support are fully integrated into the life of the school and the curriculum, recognising the strengths of every individual as well as any areas for development, and ensuring all contribute to the social and cultural activities of the school.

All our staff are trained to make materials and 'work' easier or more challenging so that every child is able to learn at their own pace and in their own way.

## How will you and I know how well my child is doing?

Will you help me to support my child?

In the Autumn term we will hold a person centred meeting for each child receiving SEN support. The family and child are central along with school and other relevant persons in the planning of appropriate provision. Short, medium and long term outcomes are agreed for child, their family and school.

These outcomes will be reviewed up to twice a year.

## Does the school get extra, outside help?

Traded Services - Quest and Educational Psychologist

Multi-disciplinary/interagency co-operation is in place to ensure provision meets the needs of the children with SEN. We link with other schools, special schools, voluntary organisations, health and social service departments, and the LEA. We work on a regular basis with the following:

Alison Bearn	(Educational Psychologist)
Ann Ashton	(Additional Educational Needs Service)
Various	(Speech Therapist)
Carol Pounder	(Saddleworth School SENCO)
Dr Howard	(Paediatric Consultant)
Christine Murnane	(School Health Advisor)
CAMHS	(Children and Adolescent Mental Health Services)
Early Help	(Family Assessment Help)
Beth Heron	Counsellor

## What training are the staff supporting children with SEND had or are having?

As a whole staff (Teachers, LSA's and Middays) we are continually updating our skills and qualifications.

The SENCo's ensure staff training is kept up to date.

All our staff are trained so that we are able to adapt to a range of SEN:- specific learning difficulties (including dyslexia) (SpLD); autistic spectrum disorder (ASD); speech, language and communication needs (SLCN); and emotional, social and mental health difficulties (ESM) and Attachment disorder.

**Autumn Term Training 2016** — Speech and language, social skills and Cognitive Behavioural Therapy (CBT)

**Spring Term Training 2017**— Inference, BLAST and Cognitive Behavioural Therapy (CBT)

**Summer Term Training 2017** - Mental Health and Support in Schools, synthetic phonics, Cognitive Behavioural Therapy (CBT)

**Autumn Term Training 2017**— SENCo Training

## What support will you provide for my child's overall wellbeing?

Our quality first teaching provides whole class opportunities for personal, social, health and emotional needs. Circle time and Philosophy for children (P4C) are part of our learning strategies.

Smaller supported groups– sewing, forest group, time to talk café and MAHDLO. All of these sessions provide social and emotional well being.

## How will my child be included in activities outside the classroom?

All children are fully included in all activities.

## How accessible is your school?

Our site has been assessed as fully accessible for those with limited mobility. Individual needs will be assessed and accessibility adapted as required. There may be occasions where the school is unable to meet the complexity of needs due to the limitation of capacity and space. A capacity audit will take place.

## Will you support my child during transitions?

The SENCo's and the Foundation Stage Leader visits nurseries and pre-schools in order for school to be fully prepared for pupils SEN needs. Liaising with early years practitioners.

There is a SENCo network group in place for SEN/vulnerable year six children – an opportunity to meet other year 6 children from local schools and Saddleworth High School or other relevant High School staff. They also have regular visits to Saddleworth High School or other High Schools.

A Saddleworth Learning Mentor runs a vulnerable child transition group in the summer term.

## How is the decision made about what type and how much support my child will receive?

Based on the outcomes agreed at the Person Centred Review meetings, this is a joint decision between parents, school and other experts.

How are the schools resources allocated and match to my child's Special Educational Needs?

Through expertise and training and a thorough assessment of the child's needs we are able to purchase and allocate relevant resources.

How can I as a parent be involved at St Chad's?

Parental involvement is fundamental to the progress of every child. We encourage parents to come in and discuss your child's needs.

An annual parent meeting will be held to discuss SEN procedures and provide useful information.

Who should I contact for further information?

SENCo's— Tricia Hamer and Liz Challinor—[info@stchads.oldham.sch.uk](mailto:info@stchads.oldham.sch.uk)

Head of School - Frankie Marsh— [info@stchads.oldham.sch.uk](mailto:info@stchads.oldham.sch.uk)

Oldham LEA LOCAL OFFER-

[http://directory.oldham.gov.uk.openobjects.com/kb5/oldham/directory/lo\\_landing.page?localofferchannel=0&sorttype=field](http://directory.oldham.gov.uk.openobjects.com/kb5/oldham/directory/lo_landing.page?localofferchannel=0&sorttype=field)

## What do your current parents think?



The school has fully supported our child since he started St Chads in Reception class. He was diagnosed with Autism, prior to starting school, and has received one-to-one support and tailored SEN provision as outlined in his Statement.



Year on Year, all staff have been excellent in putting measures in place to enable very regular, often daily, communication between ourselves and the school.



Termly Individual Education Plan reviews and an Annual review, with all the relevant teaching staff and professionals present, enable us as parents to be involved and kept up to date on **our child's progression and interventions.**

Overall we've been delighted by the level and the high quality of support he has received and would recommend St Chads to other parents as an excellent choice for supporting and developing children with Special Educational Needs.



