

St Andrew's C of E Primary School

SEN Information Report 2023-24



<http://standrewsprimary.co.uk>

Headteacher:	Mrs L. Thompson
Deputy Headteacher:	Miss M Matthews
Assistant Headteacher:	Mrs J. Wright
SEND Governor:	Mrs L. Newman
SENDCO:	Mrs P Janda-Raju

Coleman Street
Whitmore Reans
Wolverhampton
WV6 ORH
01902 558522

St. Andrew's CE Primary School is a mainstream primary school catering for children aged 3-11. Our staff have a wide range of experience of working with children with a varied range of needs.

We work closely, with outside agencies where necessary, to ensure the best possible practice for our children so that they can achieve their potential.

How does the school know if children need extra help?

We know when pupils need help through a variety of ways:

- Liaison with previous settings
- Attainment is below age-related expectations and/or progress is slower than expected
- A change in a pupil's behaviour or progress
- Concerns raised by parents
- Advice from supporting agencies
- Liaison with health and social care professionals
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What should I do if I think my child has special educational needs?

Talk to us if you think your child may have special educational need or disability.

Class teachers are often the first point of contact but if you have further concerns you can contact the SENCO, who is Mrs. Janda-Raju.

All children who are starting in nursery are visited at home prior to starting.

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

Your child is assessed on a daily basis in school by their class teacher through marking and feedback during lessons. Teachers also use a variety of tests on a regular basis to check understanding and progress. Each term you will receive a written report detailing your child's current progress and attainment as well as having the opportunity to attend Parents' Evenings to discuss all aspects of child's education.

How will my child be supported?

Children are offered additional support for a variety of reasons e.g. your child may demonstrate a particularly strength in an area and may be given additional extension activities or opportunities to stretch them further, or your child may have gaps in their knowledge (perhaps through absence) or find it difficult to pick up new learning as quickly as some of their peers.

Additional support may include:

- Small group interventions
- 1:1 interventions
- Intervention from an outside agency e.g. Speech and Language, Occupational Therapy, Outreach Services, Educational Psychologist, CAMHS (Child and Adolescent Mental Health Service), School Nursing Team etc.
- 1:1 Teaching Assistant Support (usually specified in a child's Education Health Care Plan)

Some children who require additional support may be identified as having a special educational need and would then be given individual targets to work on and support from outside agencies may be sought by school.

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

Within the classroom, each teacher is responsible for planning differentiated levels of activity which meet the needs of the varying abilities within the class. The activities your child is given in each lesson will be structured in such a way to help them achieve the learning outcome. This may or may not involve adult support. Resources are also differentiated within the classroom to ensure children are able to achieve objectives. Specialised equipment or resources may be used such as ICT.

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

These decisions are made in consultation with the class teacher and Senior Leadership Team based upon termly tracking of attainment and progress and also, if necessary, through consultation with outside agencies.

Interventions and resources are evaluated and reviewed regularly to ensure they are used effectively to secure progress.

How will my child be included in activities outside the classroom, including school trips?

Risk assessments are carried and procedures put in place to enable all children to participate in all school activities.

What support will there be for my child's overall well-being?

As a Church of England School we ensure a caring and supportive ethos amongst all children, staff and governors. We have been awarded the "Wellbeing Award for Schools," the "Autism Friendly School" award and we have been awarded as a "School of Sanctuary." We highly value the importance of mental, social and emotional well-being.

All staff are responsible for the pastoral care of their pupils and will raise any concerns with the SENCO or Pastoral Manager who will then make the appropriate referral in consultation with the Headteacher. We are fortunate that we also have a learning mentor in school who works with individuals and small groups of children to build self-esteem, resilience and attitudes to learning.

We are also work with the Mental Health Support Team (Reflexions) who enable us to offer further support for the mental health and wellbeing of our pupils.

In addition to this, we encourage children to support one another in a variety of ways e.g. peer supporters, school council and young interpreters.

Furthermore, we work closely with The Education Welfare Officer to ensure attendance does not become an issue. Children with 100% attendance are rewarded each term.

What specialist services and expertise are available at or accessed by the school?

External Agency Support accessed by the school:

- Base 25 (Counselling and mentoring)
- Reflexions (Mental Health Support Team)
- Speech and Language Therapy Service
- Occupational Therapy: Gem Centre
- Physiotherapy: Gem Centre
- Sensory Impairment Team
- Hearing Impairment Team
- School Nurse
- Alternative Education Provision (E.g. Switch Project/ReEntry/Evergreen Academy) -Wolverhampton Outreach Service **Area 5 Team:**
- Educational Psychologist
- Assistant Educational Psychologist
- Specialist Teacher
- Special Needs Early Years Service (SNEYS)

What training have the staff supporting SEND had?

Key Staff are trained in areas such as:

- ELKLAN (Speech and Language);
- SENCO National Award;
- Mental Health First Aid for Youth
- Better Reading Partners;
- Reading Recovery;
- Precision Teaching;
- Gross/Fine motor skill intervention delivery (Cool Kids / Cool Characters);
- RWI phonics programme;
- Rapid Reading;
- Rapid Maths;
- Understanding Autism;
- Emotion Coaching;
- Attachment;
- Clicker 7;
- Turnabout;
- Sensory Awareness;
- Nurture Groups;
- Play Therapy;
- Lego Therapy;
- Drawing and Talking;
- Many of our staff have received Paediatric First Aid Training;
- Many of our staff have received Restraint Training;
- Welcomm
- Makaton

How accessible is the school both indoors and outdoors?

We are happy to discuss individual access requirements. We have an Accessibility Plan in place.

How are parents involved in the school?

- Through discussion with class teachers and/or the SENCO
- Attendance at meetings with outside agencies
- Attendance at annual review meetings for children with an Educational Health Care Plan We also like parents to be involved through:
 - Attendance at reward assemblies □ Attendance at class assemblies
 - Attendance at events held at St. Andrew's Church and at School e.g. Carol Service/Nativity □ Attendance at school events e.g. Christmas Fayre, Cake Sales etc.
 - Attendance at workshops held for parents e.g. phonics, e-safety, reading, maths etc.

How will the school prepare and support my child when joining or transferring to a new school?

A number of strategies are in place to enable effective transition. These may include:

- Encouraging all new children to visit the school prior to starting with us.
- Facilitating a phased transition to acclimatise to new surroundings
- Discussions between previous or receiving schools and ensuring paperwork is passed on and all needs understood.
- Meetings with parents/carers to discuss their child's needs.
- Assigning a 'buddy' to new starters.
- Using 'Young Interpreters' to assist new starters who are also new to English. □ Visiting children transferring to Reception in their Nursery setting.
- Visiting children starting in Nursery in their home (or in school if home visits are not possible).

What support will there be for my child's medical needs?

Pupils' requirements with regard to medical care are kept on SIMS and relevant staff are informed. Parents/Carers are required to complete a medical consent form for any medication needed during the school day. Any medication given is recorded. Pupils with long term medical needs are identified to a designated member of staff and a health care plan created in consultation with the school nurse.

All school staff receive annual Asthma and Epi-Pen training.

Personal Emergency Evacuation Plans (PEEP) are put in place for any children with a significant injury or mobility issue. Support staff will support pupils in the event of 'personal accident' e.g. wetting or soiling themselves and parents/carers will be informed at the end of the school day or by phone call if required.

Who can I contact for further information?

If you wish to discuss your child's educational needs or you are unhappy about something regarding your child's schooling, please contact the following:

- Your child's class teacher
- The SENCO (Mrs P Janda-Raju)
- The Headteacher (Mrs L Thompson)