

## SECTION 1

### School / college contact details

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School Name \* **St Edward's CE Primary School**

School Address and Postcode \* **Dovecote, Castle Donington**

School Telephone \* 01332 810231

School Facebook account N/A

School Twitter account N/A

School Specialism \* **No unit**

School Website \* **[www.stedwards-cd.leics.sch.uk](http://www.stedwards-cd.leics.sch.uk)**

Age Range of students (start and finish) to include Post 14 onwards where relevant)  
\* **4 - 10years.**

### Head teacher's contact details

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Name \*

Mary Robins

Email address \*

office@sted

Telephone number \*

01332 8102

### Inspection details

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Date of last inspection \*

Date of last inspection Day  Month  Year

Outcome of last inspection \*

Good

## SECTION 2

### School/College information

Do you have a specialist designated unit / additional learning support department?

\*

- Yes  
 No

Total number of students with special educational needs and disabilities

\*

22

Total number of students receiving additional learning support

\*

45

Please select from tick box – Broad areas of need that are supported

#### SEND Broad areas of need

- Communication and Interaction
- Cognition and learning
- Social, Emotional and Mental Health difficulties
- Sensory and or Physical needs
- Other Disability or other Medical condition

Please select from tick box - SEND Experience\*

- Alternative Therapies i.e. Music, Dance, Drama, Animal/Equine
- Alternative communication methods- including braille and moon
- Anorexia
- Anxiety
- Asthma
- Attachment disorder
- Attention Deficit Disorder (ADD)
- Attention Deficit Hyperactive Disorder (ADHD)

- Augmentative and alternative communication devices
- Autistic Spectrum Disorder (ASD) including Asperger's
- Baby Signing
- Big Mack Switch system
- Body Signing
- British Sign Language
- Bulimia
- CAMHS
- Cerebral Palsy (CP)
- Challenging behavior
- Cochlear implant
- Deaf
- Depression
- Diabetes
- Down syndrome
- Dyscalculia
- Dyslexia
- Dyspraxia
- Eating disorders
- Elective mute
- EPI Pen
- Epilepsy
- Fine motor skills training
- Hearing Impairment/difficulties
- Language impairment EAL / ESOL
- Makaton
- Meningitis
- Mobility training and independent life skills
- Moderate Learning Difficulty (MLD)
- Multi-Sensory Impairment (MSI)
- Obsessive Compulsive Disorder (OCD)
- Oppositional Defiant Disorder (ODD)
- Other Physical Disability

- Pathological Demand Avoidance (PDA)
- PECS
- Personal Care including toileting and feeding
- Physical Disability Affecting Mobility
- Physical symptoms that are medically unexplained
- Profound and Multiple Learning Difficulty (PMLD)
- Self-harming
- Severe allergies
- Severe dietary needs
- Severe eating disorders
- Severe Learning Difficulty (SLD)
- Sign Language
- Specialist ICT equipment including magnification, speech recognition, touch screen
- Specific Learning Difficulties (SpLD)
- Speech and language therapy (SaLT)
- Speech disorders including i.e. stuttering/stammering
- Speech Language and Communication Needs (SLCN)
- Substance misuse
- Tube feeding
- Visual Impairment

**Please select from tick box – SEND accessible services/approaches**

- Disabled Access
- Guide dogs allowed
- Hearing Loop
- Sensory Activities
- Special Diet
- Special Needs Access
- Specialist Changing Facilities
- Specialist Feeding
- Other

**Q1 Please describe the areas of support and experience you currently offer to meet needs of children and young people with SEND**

Support for pupils is across a broad range of areas. Currently, in our school, we support pupils with:

- Communication and Interaction difficulties (we work closely with the speech and language therapy team, as well as Autism Outreach to support pupils in this area)
- Cognition and learning difficulties (Including pupils with general learning needs, as well as pupils with specific learning needs, such as dyslexia)
- Social and emotional difficulties (this includes pupils with difficulties making and sustaining friendships, pupils with low self-esteem and pupils with difficulties managing anger)
- Sensory, physical and medical needs (This includes pupils with Downs Syndrome, pupils with fine and gross motor skills difficulties, as well as other specific medical conditions)
- School staff have had training in working with pupils with Downs Syndrome, Autism Awareness Level 1 training, Dyslexia training, social communication support groups training, Autism Awareness Social Communication groups training, SaLT training and various other learning interventions (such as Write Away Together training and Fischer Family Trust Wave 3 intervention training)

**Q2 What policies do you have for the identification and assessment of pupils with special educational needs and disabilities?**

Special Education Needs Policy, Accessibility Policy

**SECTION 3**

**Q3 How will you evaluate the effectiveness of your provisions for these pupils?**

The effectiveness of provision is evaluated differently depending on the type of provision. For example, academic interventions are monitored differently than social communication groups. All non-class based interventions are monitored by the SENCO, in conjunction with the class teacher and the Head.

For the majority of interventions, which are class based, pupils' progress is monitored in the first instance by the class teacher, with support from the LSA or HLTA. This progress is formally evaluated termly between the class teacher and the Senior Leadership team. During alternate half-terms, the progress of pupils with SEND is monitored between the SENCO and the class teacher.

In addition, the views of pupils are regularly sought and the SENCO conducts annual monitoring of the views of pupils on the SEND Register.

#### **Q4 What arrangements do you have for assessing and reviewing the progress of these pupils?**

We value high quality teaching for all learners and actively monitor teaching and learning in our school. The progress of all learners is rigorously monitored and all staff continually assess pupils (formally and informally) to ensure learners are making good progress. Whole school monitoring systems include termly pupil progress meetings between each teacher and the Head teacher and interim screening meetings between all teachers and the SENCO. At these meetings the needs and achievements of every individual pupil are discussed.

Prior to meetings between the class teacher and SLT or SENCO, ability-appropriate assessments are undertaken. This may involve computer-based STAR reading tests, paper based assessments or practical assessments that are conducted 1:1 or in groups.

For pupils with specific needs, external assessments (such as those for dyslexia or ASD may be sought) – see below.

#### **Q5 What is your approach to teaching these pupils?**

At St. Edward's we believe in participation for all. We want all children and adults to participate in learning and we celebrate all members of our community. We want to create an inclusive culture in our school and we aim to be responsive to the diversity of children's backgrounds, interests, experience, knowledge and skills.

In line with current standards, 'All teachers are teachers of children with SEND.' In our school, we aim to meet the specific and individual needs of ALL pupils to the best of our ability. Work is differentiated for a variety of abilities, needs and learning styles for both pupils with and without SEND.

Pupils with SEND require additional support and will be specially noted on the class and school-wide provision map. They have targets which are updated at least termly and they are provided with additional support to achieve those targets, whilst keeping them working within their classroom as much as possible.

For some learners we may want to seek advice from specialists. At St. Edward's we have access to services provided by Leicestershire Local Authority, details of which are provided in the Leicestershire Local Offer and can be found on their website: [http://www.leics.gov.uk/local\\_offer](http://www.leics.gov.uk/local_offer)

Some organisations or professionals that are regularly consulted include:

**Educational Psychologists** (observe pupils and provide advice to school on how to best support pupils with additional needs)

**Speech and Language Therapists** (work with pupils with speech or communication needs and provide school with work to support children)

**Occupational Therapists** (work with pupils with motor and self-help difficulties, providing advice to parents and schools)

**Specialist Dyslexia Teachers** (diagnose pupils with dyslexia and provide advice and support for school)

**Autism Outreach Specialist Teachers** (observe pupils, offer training and support for school staff and pupils with Autism)

### **Q6 How will you adapt the curriculum and learning environment for these pupils?**

As above, in our school, the teaching and learning are adapted to meet the needs of all pupils. Where needs demand, some pupils will have an individualised curriculum created for them. As much as possible, we try to foster independence in pupils, so will aim to have support delivered in groups, where possible, so that pupils do not become over-reliant on one particular adult's support and miss out on developing critical independence skills.

To adapt the curriculum, we make any number of changes, such as:

- Using practical and tangible objects for learning
- Using visual devices to support understanding for those pupils with language difficulties
- Using computers for support and as a recording device
- Using Makaton to aid understanding and language acquisition
- Making a range of adjustments for dyslexic pupils by using cream paper and backgrounds, coloured overlays, specific dyslexic friendly fonts (OpenDyslexic), giving additional time for tasks, specific 'dyslexia-friendly' spelling support groups and strategies
- Using peer and adult support
- For pupils with specific disabilities, the learning environment is adapted on the advice of Andrea Benington (LA specialist teacher focusing on pupils with disabilities)

### **Q7 How will you provide additional support to aid the learning of these pupils?**

Additional support will come in many forms, depending on the need of the particular pupil. Pupils may need different tasks and possibly an individualised educational plan. In addition, pupil support may come in the form of differing resources (such as tangible objects to support maths learning, visual support or the use of specific technology). Also, additional adult support in terms of small group or 1:1 support from a teacher or learning support assistant.

### **Q8 What activities are available for these pupils, in addition to those available in accordance with the curriculum?**

As with all pupils at school, a range of additional activities are available after-school or at lunch times. Extra-curricular clubs range from book club to science club or sporting activities such as tri-golf and bowls. Pupils with additional needs will be accommodated as much as is reasonably possible to facilitate their attendance at extra-curricular clubs.

**Q9 What support is available for improving the emotional and social development of these pupils?**

At St. Edward's we place considerable emphasis on pupils' emotional health and social well-being. We look at pupils holistically and provide a range of different support for pupils with needs in these areas (these are not necessarily all pupils on the SEND Register). When a concern is raised about a pupil (from parents, teachers or pupils themselves), a range of measures are considered. We regularly run social communication groups (through the Primary Group Work Programme) designed to support pupils in three key areas: developing friendships, self-esteem and anger management. In addition, we run social communication groups based on the Autism Outreach model. We also make special provision for pupils who struggle during break and lunchtimes, when pupils are finding the playground difficult.

**SECTION 5**

**Q10 Please describe how you would support a parent/carer with a concern or a young person who was worried about their learning**

When parents/carers are concerned about pupils, their first port of call is the class teacher. Class teachers regularly make themselves available to meet with parents and discuss pupils' needs. If further support is needed a meeting is arranged with the SENCO or the Headteacher. In addition, informal parent coffee mornings are held regularly for parents of pupils on the SEND register so parents can share information and support one another.

**Q11 What expertise and training do staff have in relation to these pupils and how is this specialist expertise secured?**

School staff have had training in:

- working with pupils with Downs Syndrome
- Autism Awareness Level 1 training
- Dyslexia training
- social communication support groups training (Primary Groups Work)
- Autism Awareness Social Communication groups training
- SaLT training



- Various other learning interventions (such as Write Away Together training and Fischer Family Trust Wave 3 intervention training)

Training is generally arranged through local authority service providers, such as the Specialist Teaching Service, Autism Outreach, the Educational Psychology service, etc.

**Q12 How will equipment and facilities, to support these pupils, be secured?**

Andrea Bennington, from the local authority (who specialises in physical disabilities) will come out and assess pupils' needs for the school. School then implements her advice and adapts the environment accordingly.

**Q13 What are the arrangements for consulting parents / carers of these pupils about, and involving them in the education of their child?**

Parents of pupils with SEND have formal SEND review meetings 3 times a year to discuss their child's SEND Support Plan. In addition, teachers, the SENCO and the Headteacher regularly make themselves available to meet with parents as needed. There are also regular informal afternoons where parents can meet and discuss their concerns with each other and the SENCO.

**Q14 What are the arrangements for consulting young people with special educational needs about, and involving them in their education?**

Pupils are regularly consulted when individualised plans are created and pupils are welcomed into meetings where their progress is reviewed.

**Q15 What arrangements are made by the governing body or the proprietor, relating to the treatment of complaints, from parents and carers of these pupils, concerning the provision made at your school / college?**

All complaints are via the school complaints policy.

**Q16 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 these pupils and supporting their families?**

Coordination with other agency and service providers is largely coordinated by the SENCO, who regularly liaises with all agencies involved with our pupils.

**Q17 Contact details for the support services for parents and carers of these pupils, including those for arrangements made in accordance with Section 32 (Children and Families Act 2014)**

Available through the Local Authority's local offer.

**Q18 How do you support these pupils transfer between phases of education or in preparing for adulthood and independent living?**

Preparing for transition is very important. Pupils with additional needs may find this more challenging than others. As such additional support is offered. Extra transition visits will be arranged and often a 'transfer book' is created whereby pupils take photos of their next school on an extra visit and create their own book to have and refer to over the summer, to help ease their anxieties. If a pupil is transferring to a special school, class teachers and the SENCO will be in regular contact about pupils' needs well before transfer.

**Q19 How do you contribute to the publication of the local authority's local offer?**

Filling in online 'school offer' form and placing it on the school website.