

Special Educational Needs Information Report

St. Andrew's Special Educational Needs and Disabilities Team (SEND Team)



Alice Malein is the Special Educational Needs Coordinator (SENCo).



Cass Stephens is the school SEND and Family Support Advisor.

Your child's class teacher knows your child best and should be your first point of contact if you have any queries or concerns. All of our teachers are teachers of SEND. School staff liaise with the SEND team regularly.

The SEND Team can be contacted

- Make an appointment with the school office, tel: 01752 201660
- Contact by email through the school office: admin@st-andrews.plymouth.sch.uk

Definition: “What exactly is SEND?”

SEND is the acronym used for the term Special Educational Needs and Disabilities. The 2014 SEN and Disability Code of Practice states; ‘A child has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.’

It identifies 4 broad areas of need:

- **Communication and interaction**
- **Cognition and learning**
- **Social, emotional and mental health difficulties**
- **Sensory and/or physical needs**

If a child has significant difficulty in any of these areas then we need to provide educational support that is additional to or different from that made generally for other children of the same age.

Home/school communication

“How will I know if my child is making progress?”

At St Andrew's we strive to keep you informed about your child's progress. We have an open door policy and encourage parents to speak to us with any questions or concerns. There are a number of avenues for discussion:

- Informal daily contact with your child's class teacher
 - Some children may have home/school communication books
 - Termly parents evenings and IEP review meetings (by request in Summer)
 - Twice-yearly reports which include targets
 - Additional meetings with the class teacher and SENCo
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- You might prefer to contact our Family Support Advisor and SEND Assistant, Cass Stephens who also supports the SENCo. She can help you access many of the local organisations that support young people and families in our city.

Identification: “How do you know that my child has SEND?”

The identification of SEND is built into our overall approach to monitoring the progress and development of ALL pupils. Initial concerns are generally raised by the class teacher or parents and then brought to the SENCo who will investigate further or seek outside advice.

Ongoing Assessment

Your child's teacher will be constantly assessing their educational progress – both short term and long term attainment. This may be through observation, questioning, work scrutiny or more formal methods such as tests.



Initial Class Action

If progress is significantly slower than that of their peers, or fails to match the rate of previous progress, then teachers will target areas of weakness using high quality teaching.



Discussion with SENCo and parents

Where progress continues to be less than expected the class teacher will discuss their concerns with you and the SENCo. Short term targets and actions will be recorded on a 'First Steps' form.



Identification of SEN

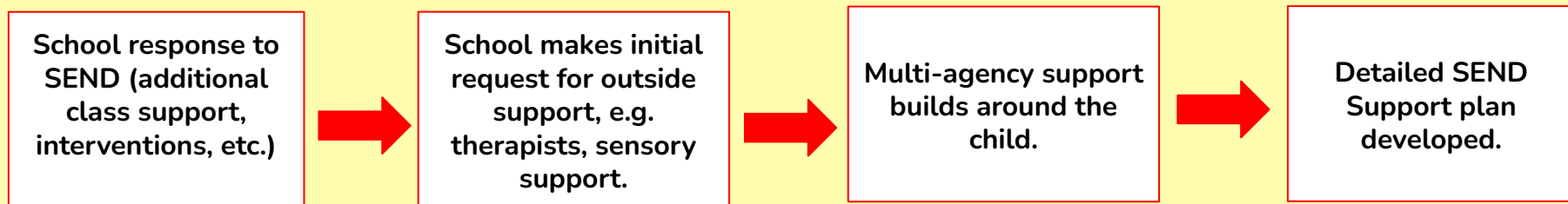
If your child fails to meet their short term targets, despite additional early support, the class teacher will work with the SENCo to assess whether your child has SEND.

It is important that we identify SEND at the earliest opportunity so that we can provide your child with appropriate support and give them the best chance of success.

SEND Support: “Are there different levels of SEND?”

The level of SEND support we provide at St Andrew’s is fluid and will vary from child to child.

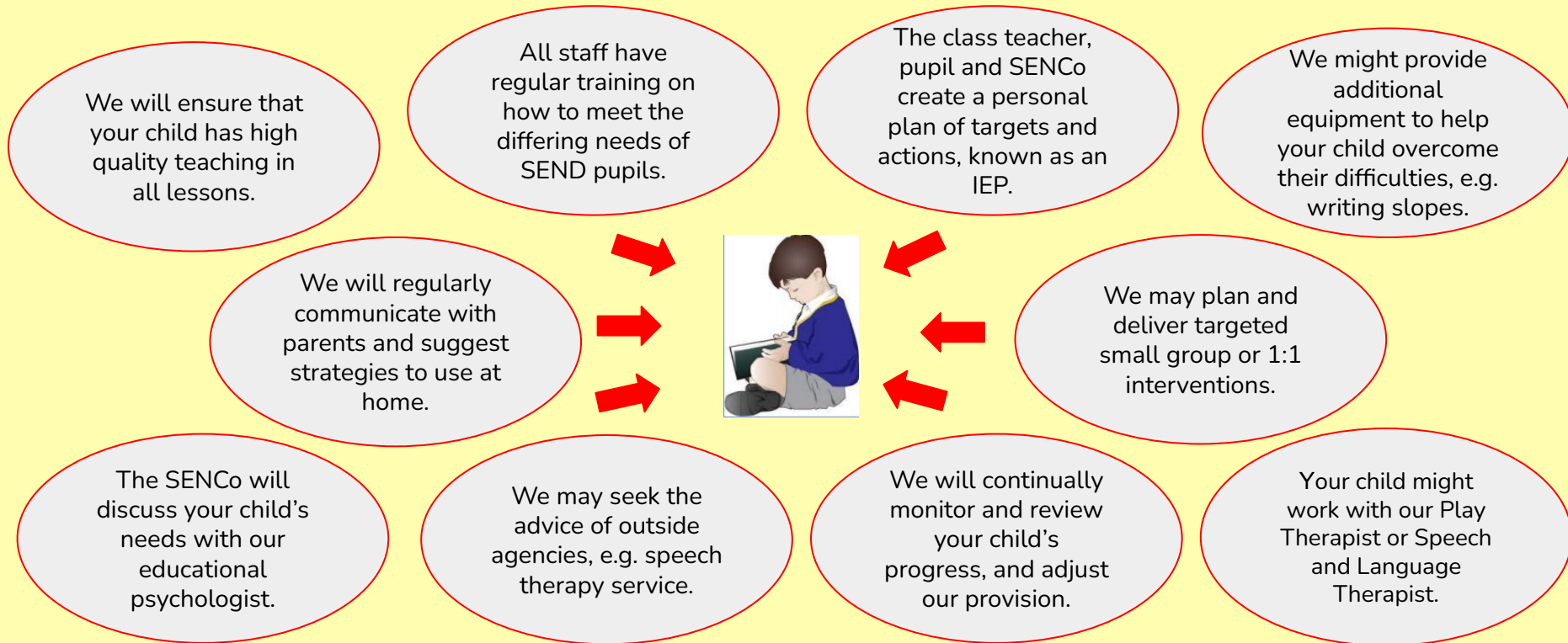
It is informed by regular assessments and discussions with staff, the child, parents and other professionals. This graduated approach is shown below.



Should a child fail to make expected progress, despite relevant support being provided, the school or parents will consider requesting an **Education, Health and Care needs assessment**.

Provision: “How will you support my child’s needs?”

The support we offer will vary depending on your child’s needs, but here are some of our most common approaches.



Accessibility: The physical environment

Our school vision is rooted in John 10:10: *I have come that they may have life, and have it to the full.*

We want all children at St Andrew's to thrive and have full access to every aspect of school life, regardless of any physical difficulty, sensory impairment or other need.

Our school is a well maintained, bright and airy environment. It is predominantly built on one level with wide corridors and doorways, several open plan spaces and a level playground, and as such has access for wheelchairs. Adaptations are continuously being made to improve accessibility; there is a stair lift for the short flight of steps between KS2 and the hall; three disabled toilets and showers; ramps at entrances; and steps and trip hazards are clearly marked. When classrooms are refurbished, it is with consideration for acoustics, lighting, colour schemes and the accessibility of facilities and fittings.

For more information about ongoing improvements, please see the Accessibility Plan on our school website. <https://st-andrews-cofe-primary.secure-primariesite.net/policies/>

Inclusion: “Will my child feel different because they have SEN?”

At St Andrew's we have a strong Christian ethos. Our core values are firmly embedded and reflected in the behaviours of staff and pupils. We pride ourselves on being an inclusive school and want every child to feel safe, secure and part of the St Andrew's family. We have clear systems in place that enable pupils with SEND to express their views about their learning experience; to consider the progress they are making and challenges they may face.

For a child with SEND to reach their potential and achieve their goals, we might need to adapt the curriculum, equipment or our methods of teaching. This is a collaborative process. We endeavour to make any changes sensitively and with minimum disruption to the child.

Some 1:1 interventions may take place outside the classroom. If this is the case we try to ensure that the intervention is short term, closely monitored and that the child still has access to the full curriculum.

SEN and Disability “My child has a physical disability, but he is clever. Why is he classed as having SEN?”

Under the 2010 Equality Act, children have a disability if they have physical or mental difficulties that affect their ability to carry out normal day-to-day activities. These may be sensory impairments, such as those affecting sight or hearing, or long-term health conditions such as asthma, epilepsy or diabetes.

Children with such conditions do not necessarily have SEN, but where a disabled child requires special educational provision of any kind, they will also be covered by the SEN definition. This ensures that all children are included in all parts of school life and everyone's needs are taken into account and accommodated.

Next steps: Education, Health and Care needs Plan (EHCP)

“My child isn’t making progress? What happens next?”

A small number of children with persistent, complex needs may require the support of an Education Health and Care Plan (EHC). These children will already have a detailed SEND support plan in place and many professionals will be involved in supporting their needs. The SENCo, class teacher and parents work together to complete a detailed online request to the Local Authority who will decide whether they think the child’s needs seem complex enough to require a statutory assessment. If this is the case, they will ask all professionals involved with the child to write a report outlining their needs.

When they have all this information, the Local Authority will decide if your child’s needs are severe, complex and lifelong and whether they additional support in school to make good progress. If this is the case they will write an Education, Health and Care Plan. The EHC plan will outline the long and short term goals for your child, along with the strategies that must be put into place.

Pastoral Support: “I just want my child to be happy.”

St Andrew's is a relatively small school. We have around 205 children on roll with one class per year group. As such, there is a close, family atmosphere and we believe that all children and their families benefit from having good relationships with the staff. We encourage children to talk about any difficulties they may be experiencing with *any* trusted adult in school; from the caretaker or Headteacher, to mealtime assistants or their class teacher. We are flexible and if a child is experiencing emotional difficulties, we will strive to meet their needs in any way we can.

At times, children with SEND may need additional support to help them with emotional or social difficulties they may be experiencing. We have two trained ELSAs (Emotional Literacy Support Assistants) who can work with children either individually or in small groups. If the child's needs are more complex, we may refer them to our school based Play Therapist or make a referral for additional support from outside agencies.

Assessing and reviewing progress:

“ Will my child always have SEND?”

Your child's SEND needs are likely to change over time. Some children might have a short term barrier to learning that can be overcome with the right equipment or targeted intervention. Others may have more complex needs and will require support well into adulthood.

At St Andrew's we work hard to provide children with timely, appropriate support that is closely matched to need. As such we are constantly assessing the short and long term impact of our actions.

Children are involved in reviewing their IEP targets, and are encouraged to talk about successes and challenges. Parents are then invited into school for a meeting with the class teacher or SENCo to discuss their child's progress and review IEP targets.

External support

“Is there any specialist support available for my child?”

Our school has access to several external agencies that can provide additional advice and support for your child.

- SEND Strategic Advice and Support (SEND SAS)
- Communication Interaction Team (CIT)
- Educational Psychology Service
- Plymouth Information, Advice and Support for SEND (PIAS)
- Multi Agency Support Team (MAST)

Health Service funded

- Community Nursing Service
- Occupational Therapy
- Plymouth Advisory Team for Sensory Support (PATSS)
- Child and Adolescent Mental Health Service (CAMHs)
- Livewell Children's Speech and Language Service

Additional advice: The Local Offer

“Who can I contact to get more support and advice about my child’s needs?”

The purpose of the **Local Offer** is to enable parents and young people to see more clearly what services are available in their area and how to access them. The offer includes provision from birth to 25, across education, health and social care. You can access the Local Offer using the following link to the Plymouth Online Directory (POD);

<https://www.plymouthonlinedirectory.com>

Or telephone the Plymouth Early Help and SEND Advice Line: **01752 668000**

Another good source of advice is PIAS (previously known as Parent Partnership)

**PLYMOUTH
INFORMATION ADVICE
AND SUPPORT FOR SEND**



01752 258933 / 0800 953 1131

<https://www.plymouthias.org.uk/>

Parent support

“I’m not a teacher. How can I help my child at home?”

The type of support you can give your child is obviously very dependent on their specific needs. Your child’s IEP will outline some ideas for home support linked to their targets. Feel free to speak to the class teacher, SENCo or Parent Support Advisor for other ideas.

Don’t forget the BIG impact of some of the small, everyday things you do!



Read regularly with your child.



Encourage your child to get themselves organised each day.



Encourage them to get a good night’s sleep.



Chat regularly with your child to develop their language skills.



Playing games can improve Literacy, Numeracy and social skills.



Support your child with their homework.

Parent support continued...

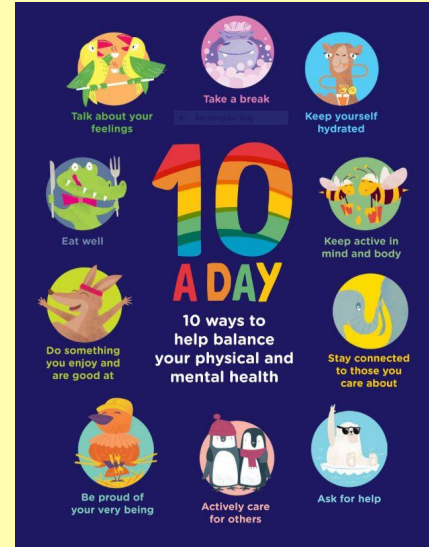
“I’m not a teacher. How can I help my child at home?”

There are lots of websites with guidance, advice and activities to enjoy with your children.

BBC Parents Toolkit has guidance on learning, well-being and has activities suitable for primary and secondary aged children:

<https://www.bbc.co.uk/bitesize/articles/zh9v382>

Further links can be found on the SEND page:
<https://st-andrews-cofe-primary.secure-prima.rysyt.net/send/>



The Mental Health 10-a-Day is a great tool for the whole family, with a positive and practical focus on well-being and developing good habits.

Transition

“What happens when my child leaves St Andrew’s?”

When your child arrives at St Andrew’s or transfers to another school (including secondary) we will work hard to ensure their transition is as smooth as possible. All children are different and so we have a flexible approach to meet their individual needs.

We follow Local Authority guidance and as such we may:

- Liaise with the SENCo of the new school.
- Ensure that transfer documents are completed that outline your child’s needs.
- Pass on all SEND records.
- Facilitate additional visits (enhanced transition) to the new school.
- Provide emotional support for children who are worried about the move.
- Communicate closely with parents throughout the process.

Concerns

“What can I do if I’m unhappy with SEN provision at St Andrew’s?”

At St Andrew’s we believe that your child’s SEND journey is a collaborative one. The class teacher or SENCo will regularly discuss your child’s needs with you, the support we provide and the progress they are making.

We want all parents and carers to feel involved in their child’s education and are open to any comments and suggestions for improvement. We hope that you will feel comfortable enough to share any concerns you may have with either the class teacher, SENCo or our Family Support Worker, Cass Stephens.

If you feel you want to have a more formal discussion then please contact the school office (01752 201660) and make an appointment to speak to our Head teacher, Miss Lewis.

Further useful documents, such as our Accessibility Plan, Anti-Bullying Policy or Equality and Diversity Policy are available on the school website: <https://www.standrewsprimaryschool.co.uk/policies/>