



## SEN Information Report for St Edward's C of E Primary 2024 2025

'I have come that they may have life, and have it to the full.'  
John 10:10

St. Edward's C of E Primary School is a fully inclusive mainstream primary school with a clear approach to meeting the needs of pupils with Special Educational Needs and Disabilities so that they may achieve well and make the best possible progress in school. We believe that every child is unique and deserves an education, which ensures that they reach their full potential socially, emotionally and academically. This report gives you information about the ways in which we support all of our pupils with Special Educational Needs and Disabilities (SEND).

### **The kinds of special educational needs for which provision is made at St. Edward's CE Primary School**

The kinds of special educational needs for which provision is made at St. Edward's can be considered under four broad areas:

- **Cognition and learning;** e.g. moderate learning difficulty, dyscalculia, dyslexia, dyspraxia
- **Sensory, medical and physical;** e.g. downs syndrome, diabetes, asthma, epilepsy, visually impaired, hearing impaired and physical needs
- **Communication and Interaction;** e.g. Autistic Spectrum Disorder (ASD), Asperger Syndrome, Speech and Language
- **Social Emotional and Mental Health Difficulties;** e.g. Attention Deficit Hyperactive Disorder (ADHD)

To enable school to effectively meet the needs of all children, St. Edward's have:

- A SENCO responsible for managing SEND across school.
- A team of experienced teaching assistants who deliver high quality interventions for children who need extra support.
- Links with outside agencies including Child and Adolescent Mental Health Service (CAMHS), Rochdale Additional Needs Service (RANS), Educational Psychologists, Speech and language therapists and school nurses.

- Employed a speech and language therapist to make assessments and provide support to children and families. Our speech and language therapist also advises staff on strategies to support individuals and trains our teaching assistants in relevant interventions.
- A dedicated mental health support practitioner who works with children once a week within school to support mental health and wellbeing.
- An alternative provision classroom with sensory equipment as well as a quiet area for small group/1 to 1 learning outside of the classroom.
- A sensory room to provide a calming area when required.
- Changing facilities for children who are still in the process of toilet training and may still wear pull ups during the school day.

### **How do St. Edward's identify and assess pupil's with special educational needs?**

' A pupil has special educational needs where their learning or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.' (SEN Code of Practice 2014).

Ongoing assessments are completed on a termly basis and each pupil's progress is tracked through termly Pupil Progress Meetings. This shared discussion may highlight any potential issues for children who are below peer and/or national average age related expectations alongside those children who have made less than expected progress given their age and circumstances. This is one strategy used to identify potential SEN.

Everyday teacher judgements and formative assessments are used to plan activities within lessons that suit the pupil's individual needs and may include additional general support by the teacher or a teaching assistant to address any difficulties or gaps that emerge in the course of their learning. All children will receive quality first teaching from their class teacher with their peers.

Where a child's progress continues to be less than expected, the class teacher will discuss the child and their potential SEN needs using an Initial Concerns Form with the SENCO. The school will set up a meeting to discuss this with you in more detail and listen to any concerns you may have and agree some desired outcomes with a review date. A child will be placed on the Special Educational Needs List as SEN Support, if the provision needed to achieve these desired outcomes is additional to or different from the school's core offer. If it is decided to provide a pupil with SEN support then parents/carers will be notified. Where the school can meet a child's desired outcomes using its core offer, the child will be monitored closely.

If we have taken relevant and purposeful action to identify, assess and meet the SEN of the pupil and they have not made expected progress, we may request an Education, Health and Care needs assessment. If this is the case and an EHC plan is issued, school have a legal responsibility to provide the support outlined in section F of the plan. Children with an EHC plan will be supported in class following advice from

outside agencies as well as the provision in section F of the plan. This support will be provided by all members of the staff team rather than dedicated 1 to 1 support assistants.

Our aim is to involve parents in every step of the way to ensure we work together to effectively meet the needs of the child. Any child on the SEN register will have a learning plan which will outline concerns as well as strategies and interventions that will be used to support the child. These will be reviewed every term and shared with you.

Any interventions that children receive will be carefully planned by the class teacher to meet the needs of all children in the group. These will be evaluated after each session and children's progress will be monitored to determine the overall impact and effectiveness of the intervention.

### **How we adapt the curriculum/teaching approaches to meet the needs of children with SEN**

We have a broad and balanced curriculum, which is accessible to all our pupils, including those with SEND. All staff are trained to adapt lessons and resources to meet the needs of all children to ensure every child is able to learn at their own level. We implement many different strategies to help SEND children progress in school, which may include an adapted curriculum, practical resources and different degrees of support. All safeguarding procedures and risk assessments are in place and adhered to by all staff. We ensure that all equipment used is accessible to all children regardless of their needs. All learning environments within the school are designed to cater for all visual, auditory and kinaesthetic learning styles. We liaise with external agencies such as RANs to make adaptations to learning environments for children with sensory or physical disabilities as and when needed. We have a disabled toilet situated near the main reception area in school. An Accessibility Plan is in place and available from our school website which details our statutory duties in line with the Equality Act 2010.

### **Admission and access arrangements for children with SEND**

St. Edward's welcomes all children, including those with special needs or disabilities. We identify the needs of SEND pupils and provide additional support as needed. The school is fully compliant with the disability discrimination act requirements. There is a disabled toilet and changing facilities for those children who need it. We ensure that wherever possible, our resources, equipment and provision are accessible to all children including those with SEND.

### **Who can you speak to in school about SEND?**

The SENCO, **Mrs H Massey**, is responsible for:

- Coordinating the support for children with special needs or disabilities.

- Liaising with outside agencies and other professionals e.g. Education psychology, Rochdale Additional Needs, Occupational Therapy etc.
- Updating the school's SEND register.
- Providing support for teachers and support staff in school to ensure children with SEND achieve their full potential.
- Keeping parents fully informed.
- Overseeing the implementation of the school's SEND policy.

Class teachers are responsible for:

- Monitoring the needs and progress of all children in their class and identifying, planning and delivering any additional support they may need
- Reporting any concerns to the SENCO.
- Setting intervention targets and updating the learning plan for any child with SEND and sharing and reviewing these with parents at least once a term
- Ensuring that any policy relating to SEND is followed in their classroom

### **Complaints procedure**

If for any reason, you are unhappy with a decision or about what is happening, then please follow these steps to help us resolve your concerns:

1. Speak to your child's class teacher
2. Consult the SENCO
3. Consult the Head teacher
4. Consult the Chair of Governors

If you wish to discuss any points further, or you have concerns regarding SEND please contact school.

### **Contact details**

SENCO: Helen Massey 01706 631755

For information about the help and advice available for children and young people with SEN and/or a disability and their families please refer to Rochdale's Local Offer <https://rochdale.fsd.org.uk/kb5/rochdale/fsd/localoffer.page>