

St. Robert's Catholic First School and Nursery

Oldgate, Morpeth, Northumberland NE61 1QF



*We care, we serve, we learn together in the love and truth of
Jesus*

Special Educational Needs and Disability SEND Information Report

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Welcome to our SEND Information Report which is part of Northumberland County Council's Local Offer for children and young people with Special Educational Needs.

At St Robert's First School and Nursery, we are committed to the equal inclusion of all pupils in all areas of school life. We recognise the diverse and individual needs of all of our pupils and take into account the additional support required by those children with Special Educational Needs and Disabilities (SEND).

How do we identify and assess children with SEND?

A special educational need can be a number of different things. For example, a child may be having problems with reading, number work or behaviour, which can be helped by putting extra support in at school and by working in partnership with parents. It may also be due to a disability which makes it harder for a child to use the same educational facilities that the school provides for the majority of children. For some children this may be a temporary difficulty, while others may have a long term need for special help.

Types of special educational needs can include:

- Moderate Learning Difficulties – children whose learning progresses at a slower pace
- Speech and Language Difficulties
- Social, Emotional and Behavioural Difficulties
- Dyslexia (difficulties with reading, writing and spelling)
- Dyspraxia (problems with motor skills, organisation)
- Autism
- ADD (Attention Deficit Disorder)
- ADHD (Attention Deficit Hyperactivity Disorder)
- Other Physical or Medical Needs

How we support SEND.

We understand that children learn and develop in different ways. Teachers and teaching assistants recognise this and use different teaching styles, resources and plan different levels of work in the classroom to cater for the various ways children learn. However, many children, at some time in their school life, need extra help because of this we offer the following support for SEND children:

We talk to parents/carers if they think their child has a special educational need and let them know what special help the school is giving. Miss MacDougall is appointed as the Special Educational Needs and Disability Co-ordinator (SENCO).

We have a written Special Educational Needs and Disabilities Policy – a copy should be made available for parents and is included on the school website.

Each child's teacher will be finding ways to support them such as:

- Changing the way activities are planned and delivered
- Matching activities to the ability / need of each child (differentiation)
- Adapting learning materials such as equipment and activities to suit each child's needs
- Offer small group support to promote skills identified in the child's Individual Education Plan

With the permission of parents we may seek additional advice from outside specialists such as health professionals, specialist teachers or educational psychologists who would:

- Carry out further assessment of the child's needs
- Provide advice to schools on how to best support the child
- Suggest resources that would help the child make progress

Our teachers/teaching assistants work in partnership with parents and the SENCo to find ways to support each child with their needs, including giving parents ideas on how to help their child at home

Our school staff will set targets for SEND children which will be shared with parents, either during Parents' Evening or a Review Meeting.

If your child has Special Educational Needs our SENCo will:

- Ensure the right support is put in place for each child
- Advise other teachers and teaching assistants on how to help each child and ensure they have an up to date Individual Education Plan detailing how their needs will be met in school Arrange training for staff so they understand each child's needs
- Work closely with parents on a regular basis to talk with them about their child's needs and listen to any ideas or concerns they might have
- Work with other professionals (if necessary) who may be able to help individual children, e.g. speech and language therapist /medical professional/educational psychologist

Pupil Profiles:

A pupil profile details what the school, the class teacher and the SENCO plan to do to help individual children learn. All teachers should be aware that children learn in different ways. Some need to work at a slower pace to ensure they fully understand one thing before they move onto something new. A pupil profile will be written especially for any child with SEND. It should include:

- Short term targets for the child which are linked to their needs
- Details of any extra support the child will get
- Who will give the child help? How often the child will get help?
- How and when the school will look at the child's progress again (termly)

It is good practice for schools to share copies of Individual Education Plans with parents / carers. EHC Assessments

If a child's needs are very complex and/or severe we may ask the Local Authority to carry out an Education, Health and Care Assessment. This is a very detailed assessment of each child's needs. Parents or carers, the school and a range of professionals will all be asked to provide written reports.

At the end of the assessment phase the Local Authority will consider these reports to help decide whether or not to issue an Education, Health and Care Plan for the child.

Parents/carers also have the right to ask the Local Authority to carry out this assessment although it is usually best if you can do this with the support of the school. Education, Health and Care Assessment is only appropriate for a small number of children.

Your school SENCO or the Parent Partnership Service will be able to advise you about this. Pastoral, Medical and Social Support At St. Robert's we consult with a wide range of agencies

and partnerships to ensure the pastoral, medical and social needs of SEND children are met. Agencies that the school works closely with can include, but are not limited to:

- Educational psychologist,
- Education welfare officer,
- Inclusion support,
- Behaviour support,
- Literacy, speech and language,
- Autistic spectrum and social work.
- School health service,
- CYPS (This service is able to provide: Assessment, diagnosis and intervention on a range of mental health issues).

How do we consult with our SEND pupils?

Ensuring that all children attending St. Robert's receive provision that maximises their enjoyment and achievement is central to all we offer. Consultation with families is key to securing success in this area. The SEND children attending our school are aged 3 - 9 years so consulting with them to seek their views about how we are meeting their needs has to be age appropriate.

We use the following strategies:

- Have regular meetings and discussions with parents about what we have planned for their child and how to link this with interests and passions demonstrated at home
- Make close observations during school to identify the types of activities and experiences that most engage each child so these can be developed further and be used to inform future planning. Involve SEND children with planning their own activities and encouraging them to share what they would like to learn and participate with
- Extend any resources that they show a preference for
- Most importantly, ensure the children with SEND are happy, motivated and make expected levels of progress throughout their time in school

Areas of Strength

- We have excellent links with agencies we can call on to advice the best practices for supporting the children in our care.
- Teachers plan individual pupil profiles to support children in areas of difficulty.
- We have highly skilled Teaching Assistants who deliver a range of interventions.
- We have good communication with parents, who help set and review targets, and offer further support at home.
- We have staff training to develop Teacher's / Teaching assistant's skills promptly when specific educational needs present themselves.
- We have access to ELSA trained staff before and after school clubs to support students.

Frequently asked questions:

When a child first begins school the amount of information presented to parents can seem daunting, especially if their child has SEND. We have published a number of FAQs posed by parents relating to our school and SEND provision.

Can my child attend St. Robert's First School and Nursery and then move to Special School Provision?

Children with SEND that have been issued with an Education, Health and Care plan can attend St. Robert's First School and Nursery for their education. When they apply for an EHC parents are given the chance to apply for a specialist school, they can also make these applications when EHC plans are reviewed annually.

How accessible is your school?

All classrooms are accessible to pupils. Our building is single story and fully wheelchair accessible. A disabled toilet is available as well as onsite disabled parking.

What specialist services are available at your school to meet my child's needs?

We work with an extensive range of services and professionals to ensure we meet the needs of each individual child. We encourage these professionals to visit school as often as possible to work with our staff and share their expertise. Wherever possible, staff implement programmes of work linked to these professionals e.g. speech and language programmes, exercises recommended by physical therapies etc.

What training do staff supporting children with SEND have?

Members of staff have Paediatric First Aid and Safeguarding Level 1 qualification. In addition. We have staff with training relating to Emotional Literacy. We have access to specialists such as Speech and Language Therapists as well as Hearing specialists. Each year the needs of children within our school are carefully considered and training organised to benefit the child.

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

We ensure that all children are offered the opportunity to participate with activities outside of the classroom by making reasonable adjustments to the organisation of these. For example, we ensure SEND children have an appropriate level of adult support if going out of school, we organise transport that provides appropriate access and staff complete a comprehensive risk assessment of any excursion to ensure all children are safe and included.

How will your school prepare my child for the transition to Middle school?

We work closely with both Chantry and Newminster in Morpeth and St Aidan's in Ashington to support transition. Parents and children will be consulted about issues around transition. Bespoke programmes can be arranged and parents are very welcome to discuss with school any arrangements they feel would benefit their child.

How are parents involved with your school?

We welcome parental involvement and input when planning for the needs of our students. We are child centred and place the needs of the child at the heart of our decision making. As previously stated we have a range of interventions within school to meet the needs of our students in literacy, numeracy, emotional well-being and with physical health and wellbeing. We are very open to personalising our provision and curriculum to suit the needs of the child. We have a strong and committed support team and we regularly review progress and provision to ensure success.

Who can I contact for further information?

Please contact the school office to arrange an appointment with Miss McDougall (SENCo) or Mr Sutcliffe (Headteacher) or if you have any questions about your SEND requirements please contact the school and we will try our best to help you.