



St Adrian's SEND Information Report

To learn, to love, to live as a community of God with Christ as our teacher.

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What is SEND?

SEND stands for Special Educational Needs and Disability. In the 2015 [Special educational needs and disability code of practice: 0 to 25 years](#), published by the Department for Education, a child is defined as having Special Educational Needs (SEN) when:

they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers. For a child under two years of age, special educational provision means educational provision of any kind.

[1.] How does the school know if children/young people need extra help and what should I do if I think my child may have special educational needs?

At St Adrian's we use a range of approaches to identify if a child has a special educational need. These include:

- *Monitoring a child's academic progress.* An indicator of SEND might be that a child is not making expected progress, whatever their ability. At St Adrian's we monitor each child's progress over time through daily teacher observation and more formal termly assessments. If a child is not making expected progress they may receive intervention to target specific areas of need. Over time, if progress does not accelerate then this may be considered an indicator of SEN.
- *Observing behaviour.* Certain behaviours can be indicators of SEND, for example a child who displays disruptive behaviour could be expressing frustration at a barrier to learning. Other children might have difficulty with their social and emotional behaviour around their peers. Over time, if teachers have concerns about a child's behaviour they would raise it with the school's Special Educational Needs and Disability Coordinator (SENDCo) for closer monitoring.

- *Listening to parents and carers.* We listen carefully to the concerns of parents and carers which allows us to build a fuller picture of a child. It is not uncommon for children with SEND to have different behaviour patterns at home compared to those we see in school and sometimes this can help to indicate where there may be a special educational need.
- *Professional advice.* Sometimes children have received support for their SEND needs directly from external professionals such as a speech and language therapist or educational psychologist. The school would look to follow any advice received from a subsequent report made by the professional.

At St Adrian's we are committed to working with families toward early identification of SEND. The SEND Code of Practice 2015 promotes early identification of need, and a wealth of research reveals that early intervention based on that need gives children with SEND the best possible chance of being successful learners. To facilitate this, the SENDCo works closely with the Early Years and Key Stage 1 teachers, but we also recognise that some SEND needs are not always apparent until later on in a child's development, and so all teachers receive training in the identification of special educational needs.

If you think your child may have special educational needs, a good first step would be to arrange a meeting with your child's class teacher to discuss your concerns.

[2.] How will school staff support my child?

Our school is centred around an inclusive ethos where we strive to ensure all children, whatever their needs or abilities, take a full part in our school life. To this end we work hard to provide the same opportunities for children with SEND as for any other child in the school.

Support for your child may include:

- *High quality teaching.* Class teachers are responsible for the progress and wellbeing of all children in their class and as such will provide a high quality, differentiated curriculum that allows children with SEND to work alongside their peers wherever possible.
- *Targeted interventions.* These may take place where additional support in particular areas has been identified in a child's individualised learning plan. This might be in small groups of children with similar needs, or sometimes 1:1 with a member of our teaching staff.
- *Staff training.* All our staff receive training and advice on teaching children with SEND. All adults working in the school are briefed on individual children's needs so that they have an awareness of how to talk to, and treat, particular children.
- *Close monitoring.* All of the above is overseen by the school's SENDCo, who is also supported by the other members of our [school inclusion team](#)

[3.] How will I know how my child is doing?

You will receive the following opportunities to find out how your child is progressing at school:

- If your child is on our SEND register you will be invited to a termly meeting with your child's class teacher to discuss progress and help set individualised targets that will be worked on in school and can be supported at home (see [section 4](#) for more information).
- We have parent consultations in the autumn and spring terms where you are invited to meet with your class teacher (and any support teachers) to discuss your child's progress in all aspects of their school life.
- You will receive a report for your child detailing their academic progress in the spring and summer terms.
- When outside professionals come into school to work with specific children then parents and carers are often invited to come and meet with them and in some cases attend a support session (for example, speech and language therapists often request a parent be present at a therapy session). This can be valuable in helping you understand your child's need and in further supporting them at home.
- Our open door policy means class teachers are available for a catch-up chat after school, or if you require a longer discussion then class teachers will be happy to arrange a time with you. You can also make an appointment to see the school SENDCo at any time.

[4.] How will the learning and development provision be matched to my child's needs?

In line with the SEND Code of Practice 2015 we follow a graduated approach to learning and development provision for children on the SEND register. It is commonly known as the assess, plan, do, review cycle. At St Adrian's this cycle works throughout the academic year as follows:

Autumn term

As a parent/carer you will be invited to meet your class teacher to discuss your child's needs. At the meeting the class teacher will share any assessments that have taken place and will use these to help inform a set of individualised targets for your child. Assessments might include specialised tests, general academic tests, advice or reports from external advisors or professionals or information gathered through more informal day to day observations. Your child's views – for example, about how they find school in general and learning in particular - will also be sought and used to inform the day to day provision we put in place for them. There will also be an opportunity to discuss how you can support your child at home and whether you might need to be provided with any special resources to achieve this. All of this is then used to inform and create an individual learning plan for your child that will be made up of:

- reasonable adjustments to daily teaching - these are the day to day adjustments teachers will make to their lessons to allow for your child's needs (e.g. providing a printed set of instructions to refer back to).
- targets - these are more specific (often academic) areas that need to be worked on to ensure progress (e.g. learning to spell high frequency or common exception words).

This all forms the **assess**, **plan** and **do** part of the cycle.

Spring term

At the beginning of term you will be invited to meet again with your class teacher to **review** the plan. This is an opportunity to discuss the provision for your child and how everyone, including your child, feels things are progressing. Any new assessment information will be considered and once again targets and daily adjustments will be agreed upon and the learning plan updated accordingly.

Summer term

This follows the same pattern as the spring term, where a final meeting for the academic year takes place at the beginning of term and the learning plan is updated. At the end of the year the class teacher will review the learning plan and set proposed targets for the next academic year. These targets (along with a class teacher handover session) can then be used to help inform the next autumn term learning plan when you will be invited to meet your child's new class teacher and begin the cycle again.

Through this cycle we aim to ensure that learning and development provision is matched as closely to your child's needs as possible. It also allows you and your child to be fully involved in the process and gain a closer understanding of how you can support them at home.

[5.] What support will there be for my child's overall wellbeing?

Our school is fully committed to its Catholic ethos and as such strives to be an inclusive school where every child feels valued, respected and happy. To help support your child's wellbeing we offer:

- *Mental Health and Wellbeing lead practitioners.* These are members of staff who actively promote good mental health and wellbeing practice throughout the school, as well as providing advice and/or support for those with mental health and wellbeing problems. They attend training courses and ensure all other staff are aware of best practice in this area.
- *Wellbeing class representatives.* Every class has two representatives who (with support and training from the school's inclusion team) help support their peers in matters of wellbeing. Peer support is a powerful way to raise the profile and importance of wellbeing with the children.
- *Teaching of social and emotional wellbeing.* This is implemented by your child's class teacher through a differentiated curriculum that includes Relationships and Sex and Education (RSE) classes ([find out more here](#)). In addition, our Religious Education curriculum, based on the *Come and See* programme, supports wellbeing through regular class worship and weekly assemblies.
- *School counselling services.* When appropriate, we access the services of a school counsellor and make them available to particular children.
- *Medical and dietary need support.* We closely monitor and provide for these needs according to the relevant policy guidelines. Healthcare Plans are in place where appropriate and we access support from our School Nurse when needed.
- *External agency support.* When appropriate we seek support and/or advice from a range of external agencies including:
 - o The local Childrens' Centre

- o Educational Psychology Service
- o Child and Adolescent Mental Health Services (CAMHS)
- o School Family Workers at Vista St Albans
- o Outreach team at LINKS AP Academy

[6.] What specialist services and expertise are available at or accessed by the school?

In addition to those services listed in the section 5, we can also make referrals to the following for support and advice:

- o Educational Psychology Service (EPS)
- o NHS Speech and Language Therapy (SALT)
- o Communication and autism team (CAT)
- o Early Years Specialist Advisory Service
- o NHS Occupational Therapy (OT)
- o NHS Visual Impairment team
- o NHS Hearing Impairment team
- o Specific Learning Difficulties team (SpLD)
- o School Community Nurse
- o Social Services
- o Centre of Expertise – Developing Special Provision Locally (DSPL)
- o Outreach support from specialist schools
- o Down Syndrome Advisory Service

We may look to external agencies to provide specialist support and advice in the early identification of SEND or when, after a period of tailored support has been put in place, a child is not making expected progress. We seek to maintain good working relationships with all external agencies to ensure the best possible support and outcomes for our children.

[7.] What training have the staff, supporting children and young people with SEND, had or are having?

All class teachers are trained in delivering a high quality differentiated curriculum designed to ensure all children make progress and achieve their potential, particularly in reading, writing and maths. They are supported in this by the SENDCo and other members of the inclusion team where appropriate.

Where class teachers have children with particular needs, or individual staff are involved in running provision for children with SEN, they have access to training courses specialising in the area of need. All members of the inclusion team continually update knowledge in their specialist area through regular training courses delivered by specialists. In all cases staff are expected to share their knowledge with other members of staff.

We use our provision management system to plan ahead and identify areas of need for the school, and use this to inform our whole staff training programme. For example, 2 years ago we noticed an increasing number of children experiencing social, emotional and wellbeing needs

which led to training last year for key members of staff in delivering social story and comic book conversation interventions (designed by the Educational Psychology Service).

In compliance with the 2015 SEND Code of Practice the SENDCo has successfully undertaken the National Qualification for SEN Coordination.

[8.] How will you help me to support my child's learning?

We believe that building a close relationship with parents and carers is the best way to support any child. Our open door policy means class teachers are always accessible to discuss your child's needs and how you can support them, and you can make an appointment to see our SENDCo at any time.

Our learning plan cycle (see [section 4](#)) ensures you and your child are involved in termly meetings to help set targets and shape their provision. We will share any professional advice we receive with you and where possible involve you in the visits of any external professionals. In addition, our SENDCo team and class teachers may provide tailored resources that help you support your child in their targets at home.

[9.] How will I be involved in discussions about, and planning for, my child's education?

We believe that the more involved a parent or carer is in their child's education, the better chance that child has of succeeding. Therefore, our aim is to work in close partnership with you and to help achieve this our learning plan cycle (detailed in [section 4](#)) is designed to ensure you and your child are involved in termly meetings to help set targets and shape their provision. These meetings are primarily held with your class teacher but may also involve the school's SENDCo when appropriate (or requested). Other occasions where you are invited to discuss your child's needs and progress include twice a year parent consultations and, where appropriate, EHCP review meetings.

[10.] How will my child be included in activities outside the classroom including school trips?

Wherever possible we aim to ensure children with SEND take part in all the same activities as their peers. This will require an analysis of their needs along with a risk assessment of the activity and appropriate adjustments will be made to try and ensure full participation. For example, additional adults may be required to go on a school trip or particular transport arrangements made. We will always consult with parents or carers about our plans and work with you to ensure your child's safety.

[11.] How accessible is the school environment?


The school complies with the Disability Discrimination Act (2010) in making reasonable adjustments for pupils with SEND. Most classrooms and learning areas are at ground level and a lift is provided for access to first floor learning areas. The school has a disabled toilet and a shower area. Reasonable adjustments are anticipated, assessed and (wherever possible) made as required on a child by child basis.

Further information can be found in our [Accessibility Plan](#).

[12.] Who can I contact for further information?

Your child's class teacher is always your first point of contact. They will make every reasonable effort to see you after school but for discussions longer than 10 minutes you should make an appointment via the school office.

In addition, you are welcome to contact any member of our inclusion team via the school office:

 ST ADRIAN'S INCLUSION TEAM – Contact 01727 852687	
Inclusion team leaders	Alex Sallis & Robin King
Lead for vulnerable groups, prior higher attainers and attendance	Alex Sallis
SENDCo	Robin King
Lead for mental health and wellbeing	Briony Brunt & Sally McCarthy
Lead for behaviour	Karen Gallaher
Interventions support team	Briony Brunt, Sue Ruffell, Janet Kihara

The school's SEND Governor is Martha Maroney, who can also be contacted via the school office.

[13.] How will the school prepare and support my child to join the school, transfer to a new school or the next stage of education and life?

We work closely with other schools and nurseries to ensure the best possible transition for all our children. Where a child joining the school has SEND requirements, the SENDCo will liaise with the child's previous school to ensure a smooth transition and transfer of all relevant information. Children joining Reception will partake in transition activities (story time, play sessions etc.) along with their peers.

To help support children making their transition to secondary school our SENDCo will work closely with the relevant secondary school SENDCos and transition officers. This will likely include meetings to discuss the child's needs, the transfer of information about the child and, where necessary, arrange additional visits to the school for the child.

For some children with SEND, transitioning between year groups within the school can be a difficult and anxious time. For these children, we put together an individual transition plan to help support a successful move to their new class.

It may also be relevant to seek advice for a child's transition from external professionals who we then work with to support us and families at times of transition.

[14.] How are the school's resources allocated and matched to children's special educational needs?

Each academic year the school receives a notional SEND budget. This is an allocation of the school's overall budget which is set aside for funding the needs of children with SEND. The notional SEND budget may vary from year to year in accordance with the overall school budget. Some children, particularly those with an Education and Health Care Plan (EHCP), may also have additional funding.

The school allocates the financial resources it receives in accordance with the need of each pupil with SEND. Examples of how it might be spent include funding staff to work with children, funding staff training or in the purchase of specialist resources that support intervention programmes.

Provision is closely monitored across the school by the senior leadership team (including the SENDCo), with impact and outcomes evaluated for success. This may lead to a change in how resources are allocated to ensure the best quality of education for children with SEND.

[15.] How is the decision made about how much support my child will receive?

The support received by your child is written into your child's learning plan (see [section 4](#)) that you participate in creating through a termly meeting with your child's class teacher. Therefore, you can expect that they will receive whatever support has been agreed upon in their plan.

In addition, the SENDCo team, working with class teachers, may provide further interventions or assessments to support and monitor your child's progress.

If external agencies are involved then you as a parent or carer will be required to give consent for, and in some cases participate in, any support provided.

[16.] How can I find information about the local authority's Local Offer of services and provision for children and young people with special educational needs and disability?

Hertfordshire's Local Offer can be found at:

<https://www.hertfordshire.gov.uk/microsites/Local-Offer/The-Hertfordshire-Local-Offer.aspx>

[17.] Who can I talk to if I am unhappy about the provision for my child or have a complaint?

If you have a complaint in relation to your child's SEND provision please contact the school SENDCo in the first instance. You can contact the SENDCo by phone via the school office, or directly by email using senco@stadrians.herts.sch.uk. We will do everything we can to work with you to resolve any issues or problems.

However, if this does not resolve the situation, please then refer to our [Complaints Policy](#) (published on the school website).