

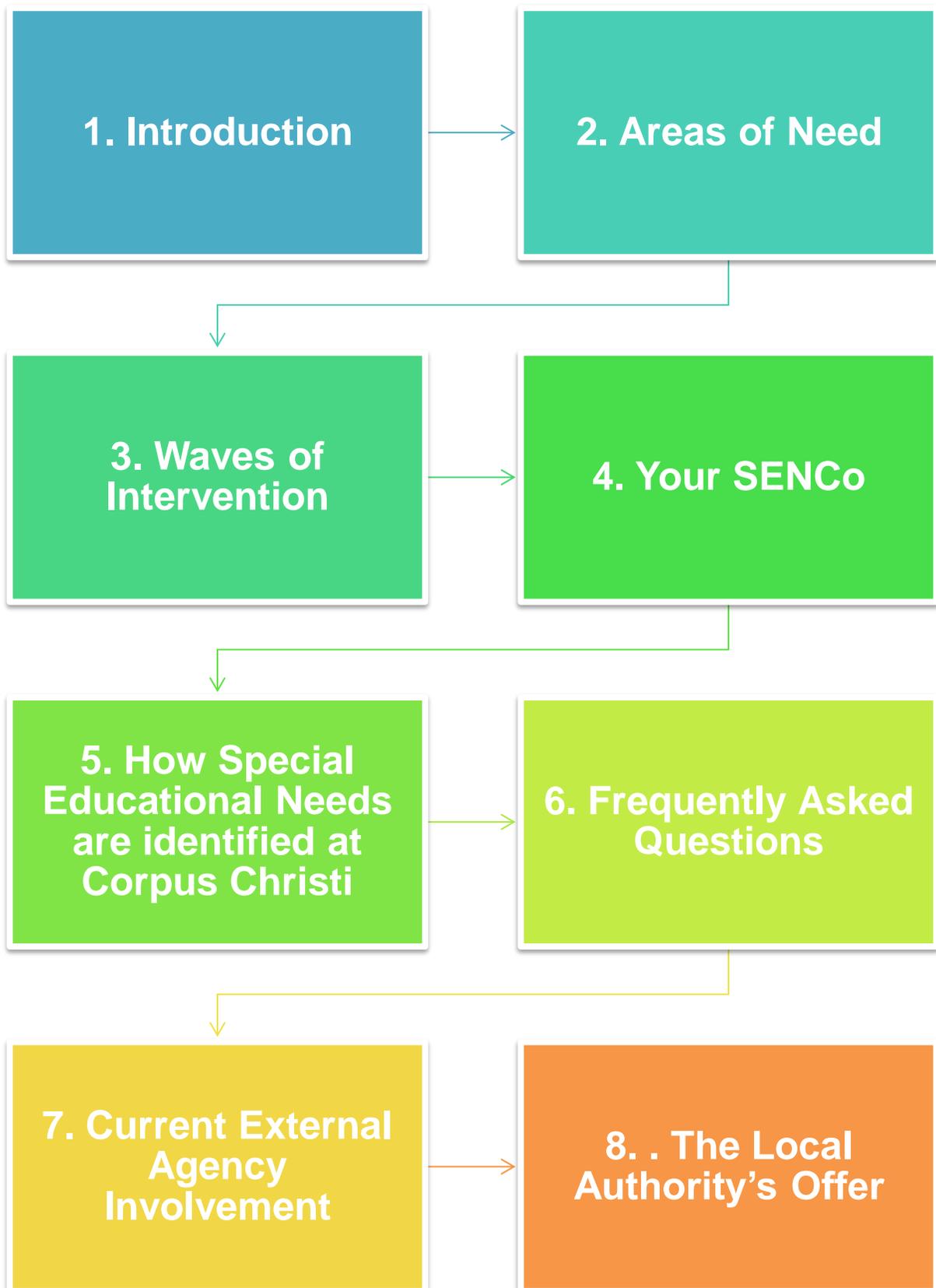
SEND School Offer

Date: September 2020

Next Review: Autumn 2021

"Walking in Christ's footsteps, opening hearts and minds"

Information Report for Special Educational Needs and Disability (SEND)



1. Introduction

Corpus Christi Catholic School believes that all pupils should be respected and valued as they walk in Christ's footsteps with open hearts and minds.

Through our curriculum we aim to provide excellent provision for all children, creating moments that matter.

Corpus Christi strives to ensure that all pupils:

- Have a balanced curriculum which is differentiated to meet individual needs
- Can learn and make progress alongside their peers
- Are assessed using appropriate assessment tools and guidelines
- Have equal access to resources and provision as needed

Special educational provision is educational provision that is additional to or different from that made generally for others of the same age. This means provision that goes beyond the differentiated approaches and learning arrangements provided as part of high quality, personalised teaching.

It may take the form of additional support from within a setting or require involvement of specialist staff or support services.

Our school has an Inclusion Manager, also known as SENCo (Special Educational Needs Coordinator), who is responsible for the management of provision and/or support for identified pupils with SEND. The Inclusion Manager will support teachers and other staff to enable them to provide appropriate assessment and focused provision for children in their class with SEND. The Inclusion Manager also oversees the wider inclusion context for different groups in the school.

All teachers are teachers of SEND pupils and as such provide quality first teaching which takes account of the particular individual needs of pupils with SEND within the classroom.

2. Areas of Need

The 'Code of Practice' (July 2014) states that there are four main areas which denote Special Educational Needs.

These areas and their meanings are as follows:

Communication and Interaction	<p>Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. Children and young people with Austistic Spectrum Condition (ASC), are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.</p>
Cognition and Learning	<p>Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.</p> <p>Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as Dyslexia, Dyscalculia and Dyspraxia.</p>
Social, Emotional, and Mental Health	<p>Children and young people may experience a wide range of social and emotional difficulties which show themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have conditions such as Attention Deficit Disorder (ADD), Attention Deficit Hyperactive Disorder (ADHD) or Attachment Disorder.</p>
Sensory and/or Physical	<p>Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may change over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Children and young people with an MSI have a combination of vision and hearing difficulties.</p> <p>Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.</p>

3. Waves of Intervention

The school provides a graduated response to each child, dependent on the level of need. These are often referred to as 'Waves' of intervention.

What the school provides at each wave of intervention:

Wave 1: Quality first teaching through differentiation

Wave 2: Small group/1-1 support for pupils achieving below age expected levels

Wave 3: Focused programmes for pupils who need an individualised approach



- Work is set by class teachers at a suitable level for all children within their class, based on a detailed knowledge of pupils' current understanding and their next steps, across a broad and stimulating curriculum. A variety of teaching methods are used to support children's preferred learning styles and pupil views are taken into account in planning exciting activities. Children may be supported/extended in learning by a range of resources and equipment, including angled writing boards, apparatus, learning mats and ICT. Classroom environment, including displays and seating, are planned to help children learn effectively.
- Additional adults within the class plan with the teacher to support and challenge the children they work with, across the ability range.

- Interventions are planned jointly by teachers/the SENCo and teaching assistants. They may include:
 - Daily/Frequent Reading
 - Memory Magic
 - Read, Write, Inc (smaller group)
 - Preview/Review Group to pre-teach vocabulary or concepts
 - Every Child Counts Numeracy programmes eg First Class @ Number 2
 - Mental maths/spelling/writing support
 - Boosting Reading in Primary (BRP)

- A more individualised type of support may include:
 - work with an external agency (see section 11) to support learning, social skills or emotional well-being
 - 1-1/paired work with a teaching assistant, specialist teacher or the SENCo, which may focus on a child's individual targets to include:
 - Precision Teaching targeting specific literacy/numeracy difficulties
 - Speech and Language activities
 - Numeracy programmes
 - Dyslexia Support

4. Your Inclusion Manager/SENCo



The school's Inclusion Manager/SENCo is:

Charlotte Miller

c.miller@romeromac.com

“As Inclusion Manager, I work closely with parents, School/Academy staff, governors and colleagues throughout the city and the outside agencies who support our children. I have the responsibility for coordinating the provision made for children with Special Educational Needs and Disabilities. I plan with staff to help children make progress and monitor the impact of the support we offer. Planning meetings take place regularly but if parents have any questions, they can also make an appointment to speak to me between these meetings. As a class teacher for many years, I have experience across all age groups. I continue to develop my own expertise through attendance at Local Authority briefings. The school has shown its commitment to supporting its SEND children by placing it as a school priority and ensuring that as a senior leader I drive improvements throughout the school”

Support is available to families through:

- Giving advice on issues related to Special Educational Needs and Disability
- Meeting with parents to discuss any concerns they may have about their child's development or learning difficulties
- Assessments of individual pupils to identify need
- Referrals being made to a range of other professionals such as the Educational Psychologist, the Occupational Therapist, etc.

5. How Special Educational Needs are identified at Corpus Christi



6. Frequently Asked Questions

How does the school evaluate its provision for SEND?

Provision for children with SEND is set out on a termly basis and reviewed in the same way as provision for all children in the school. In addition to this the SENCo meets on a termly basis to hold planning meetings with parents and class teachers. Together they review progress and plan provision based on level of need, impact of intervention and analysis of attainment/progress data. There is an identified governor responsible for SEND who monitors the effectiveness of provision in school.

How does the school assess and review progress for children with SEND?

Progress meetings are held termly during which targets are set and the progress of children with identified SEND is analysed. In addition to this, inclusion staff keep ongoing records for identified individuals.

The school has an open door policy and the SENCo is available to discuss any concerns that parents may have. Class teachers are available by appointment to discuss progress, concerns or for advice on how to support children at home.

What is the schools approach to teaching children with SEND?

First and foremost, at Corpus Christi an emphasis is placed on quality first teaching which is adapted to support the needs of all children within the classroom. All staff receive training around appropriate differentiation and it is through this approach that we aim to meet the majority of needs. There may be times when whole class teaching does not best meet the needs of specific children and in this case, the school makes alternative provision through small group teaching. Placement of children in to small group teaching is at the discretion of the school and will be allocated based on level of need and availability of resources.

How does the school adapt the curriculum and learning environment for pupils with special educational needs?

The curriculum and teaching sequences are adapted to meet the needs of the individual. The school takes all reasonable steps to modify/adapt the learning environment to meet the individual needs of children. This may include adaptation of furniture/resources/display to remove barriers to learning.

What additional support for learning is available to pupils with special educational needs?

The school provides various academic, social and emotional interventions using trained staff in school or external agencies. Children are allocated specific intervention based on data reviewed in termly progress meetings at the discretion of the Principal and SENCo in collaboration with the class teacher, parents and children. The School currently employs a Speech and Language Therapist who supports needs across the school. Children in Local Authority Care (LAC) with SEND are raised with the Educational Psychology Service. The named person with responsibility for LAC children is Kevin Shakespeare(Principal).

What provision does the school make for children with identified medical needs?

Where children have identified medical needs, they will have a specific care plan produced in collaboration with the parent, child, school nurse or identified medical practitioner.

What activities are available for pupils with special educational needs or disabilities in addition to the curriculum?

Every activity that is offered at whole school level will be available to children with SEND. Additional support may be required from either school staff, staff from external agencies or parents in order for specific children to access an activity safely or successfully.

A variety of groups are facilitated during unstructured times of the day, for example break time and lunchtime, for children to access. Placement in these groups may be by direction of the Inclusion team or at the request of the child. All placements are finalised by, and at the discretion of, the Learning Mentors and Inclusion Manager.

What support is available for improving the emotional and social development of pupils with special educational needs and disabilities?

Corpus Christi works very closely with a range of external agencies (see list in section 7) to provide extensive social and emotional support where needed and employs a Learning Mentor and a Thrive practitioner to work directly with vulnerable children. Meetings are regularly held with parents of children with a high level of need and we endeavour to support the family where appropriate as well as the individual child. Children have the opportunity to share wellbeing concerns through surveys and through the Learning Mentor and Thrive work.

How does the school train its staff to support children with expertise?

The school provides continuous training dependent on staff need. Where specific training needs are identified, external expertise may be sought. Corpus Christi uses the services of the SEMH/L (Social, Emotional, Mental Health/Learning) Service, Pepper Speech and Language Therapy and EPS (Educational Psychology Service) to support staff development.

Within the school there are staff members trained in supporting emotional/mental well-being, speech and language therapy, Team Teach, First Class @ Number, Precision Teaching, Boosting Reading in Primary and Makaton.

How does the school involve parents of children with SEND?

On a termly basis the school will offer all parents of children with SEND an opportunity to discuss their child's needs. In addition to this, parents of children with Education, Health and Care Plans (EHCP's) will be invited to a formal annual review of the plan and provision put in place based on objectives held within. In the short term, parents are welcome to request an appointment with any member of the Inclusion team or SENCo. Furthermore, parents may be invited to more regular meetings to discuss provision.

How does the school involve children with SEND in decisions made about their provision?

Where formal plans are in place, children's views are sought at reviews. Children's targets are reviewed in class with their class teacher. In addition to this, the Learning Mentor and Thrive lead are available to discuss any wellbeing issues which may arise.

Every class from Years three to six, has School Council representatives who take views of all children to regular Council meetings.

What are the complaints arrangements for parents of children with SEND?

The school has a separate complaints policy which is available upon request from the school office.

How does the school make provision for those children with SEND transferring to secondary school or other settings?

Transition plans will be constructed and implemented for children with an Educational Health and Care Plan at the minimum of Key Stage transition. For other children with SEND, transition will be managed on a needs basis. When children are preparing to go on to secondary school, we work closely with our receiving school to put plans in place for all vulnerable children, which may include additional visits to the setting.

When children leave to attend other settings, the SENCo is responsible for passing records on to the receiving school to ensure that the best provision is made for the child in their new setting.

Who can I go to if I need support or if I have any concerns?

If a parent has concerns around their child's academic progress then their first point of contact should be the child's class teacher. If their concerns are more specifically centred around SEND then their first point of contact should be the school's SENCO Charlotte Miller.

Concerns around emotional wellbeing or behaviour can be discussed with the class teacher, Learning Mentor or a member of the Senior Leadership Team.

Inclusion Manager – Charlotte Miller

Key Stage One Leader – Claire Williams

Learning Mentor/Family Engagement – Dawn Parsons

3&4 phase leader- Sue Poolton

5&6 phase leader -Lisa Downing

Thrive Lead Practitioner- Hannah Perch

Assistant Vice Principal – Zoe Pollard

Early Years/Foundation Stage Leader – Charlotte Miller

Vice Principal – Charlotte Miller

SALT- Sarah Honey Smith/Jess O'Brien

Principal – Kevin Shakespeare

In addition to this, we have a number of individuals providing support services to children and families who are either employed by the school or by external agencies:

Romero Attendance Officer – Claire McElroy

SEMH/L – Mel Toller CCT-Lynda Griffiths

SEND Officer-Abigail Farndon

Education Psychologist – Francesca Mann

The SEND Information, Advice and Support Service (IASS) also provide impartial support to parents and children/young people.

Email: IASS@coventry.gov.uk

Visit: <http://www.coventry.gov.uk/iass>

Tel: 02476694307/Fax: 0247669562

Address: Limbrick Wood Centre, Coventry, CV4 9QX

7. Current External Agency Involvement

Child and Adolescent Mental Health Service (CAMHS/RISE) / Primary Mental Health Service (PMHS)

Referrals for investigation of autism, ADHD and similar issues
Advising on emotional/mental health issues

Educational Psychology Service (EPS)

Carrying out assessments with children and giving advice
Meeting with Parents and SENCo to set and review targets
Offering staff training
Advising on specific difficulties such as dyslexia or autism

Pepper Therapy

Speech & Language Therapy Service
Offering assessment and therapy for speech, language and communication needs

Children's Speech & Language Therapy Service (NHS)

Offering assessment and therapy for speech, language and communication needs

Social, Emotional, Mental Health/Learning Service (SEMH/L)

Carrying out assessments
Advising school staff on behaviour and learning
Carrying out staff training
Carrying out dyslexia assessments and supporting pupils
Working with children on social / emotional aspects, transition, play leader training etc

SEND Early Years Support Service (SEND EYSS)

Advising staff and working with children in Nursery and Reception (up to end of Autumn term only)

The Sensory and Physical Support Service

Working with pupils and advising on barriers to learning, strategies and resources for children with sensory difficulties

School Nursing Service

Advising School/Home on health and well-being issues

The Complex Communication Service (CCT)

Carrying out assessments, setting targets, providing resources and advising School and Home
Supporting pupils with communication difficulties eg Autism

Children and Families/Family Hubs

Supporting families in a variety of ways

Children's Occupational and Physiotherapy Service

Carrying out assessments and offering advice to School and Home around difficulties such as balance, posture, co-ordination and motor skills

Ethnic Minority Achievement Service

Offering advice and resources to support Newly-Arrived Children and children with English as an Additional Language

8. The Local Authority's Offer

Details of Coventry's Local Offer is available on their website.

<https://www.coventry.gov.uk/sendlocaloffer>

Further information can be obtained by contacting the SEN team (Coventry City Council):

Tel: 02476 831 614

Further information about the school's policies can be found on our website in Key Information/Policies/Inclusion and Safeguarding:

<https://corpuschristi.coventry.sch.uk/key-information/policies>