



St. Aloysius' Catholic Primary School

SEND Information Report

This document sets out information about our provision for children with special education needs and disabilities (SEND). It is updated annually.

About our school

St Aloysius provides for children with a wide range of SEND including those with:

- **Communication and Interaction needs;**
this includes children who have speech, language and communication difficulties including autistic spectrum conditions.
- **Cognition and Learning needs;**
this includes children who have learning difficulties and specific learning difficulties like dyslexia, dyspraxia and dyscalculia.
- **Social, Emotional and Mental Health needs;**
- **Sensory and/or physical needs;**
this includes children who have visual or hearing needs, or a physical disability that affects their learning.

Our special education needs co-ordinator (SENCo) is: Karen Black

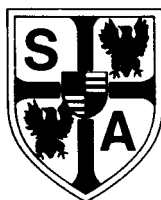
Our inclusion coordinator (INCo) is: Nicola Selway

They can be contacted at karen.black@st-aloysius.oxon.sch.uk or nicola.selway@st-aloysius.oxon.sch.uk or by telephoning the school office on 01865 311056

Our governor with responsibility for SEND is: Sarah von Billerbeck

Our SEND policy can be found here:

<https://staloysiustestsite.files.wordpress.com/2019/04/special-educational-needs-send-policy-final-march-2019.pdf>



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How do we identify and give extra help to children with SEND?

We use the Oxfordshire County Council's guidance 'Identifying and supporting Special Education Needs in Oxfordshire schools and settings'.

The guidance sets out:

- how we identify if a child or young person has a special educational need
- how we assess children and plan for their special educational needs/disabilities and how we adapt our teaching
- ways in which we can adapt our school environment to meet each child's needs
- how we review progress and agree outcomes and involve you and your child in this

Click here to read it:

<https://www.oxfordshire.gov.uk/cms/sites/default/files/folders/documents/childreducationandfamilies/educationandlearning/specialeducationalneeds/SEND/CompilationFoundationYearsandPrimary.pdf>

How do we work with parents and children?

We will always contact parents and carers if we have a concern about a child's learning and progress in order to work together to investigate whether there may be a special educational need. We work closely with children with SEND and their parents to agree outcomes and how we will achieve these, and then to review progress. We do this in a range of ways and according to each individual need including:

- parent/teacher meetings during the autumn and spring terms
- SEND outcome review and planning meetings with the SENCo/INCo 3 times per year
- using home/school diaries
- scheduled phone calls



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Adapting the Curriculum

We offer a broad and balanced curriculum for **all** our children, whatever their need. We plan a creative curriculum taking into account the needs of each class. The way we adapt this for children with SEN and disabled children is set out in the School Accessibility Plan (which is included in the school's Equality and Diversity Policy).

As part of this accessibility curriculum we also offer:

Intervention programme 'Time to Talk' to support the development of language in EYFS;

British Picture Vocabulary Scale screening where required to support early intervention with language needs;

Pre and post-lesson maths intervention sessions across the school to support children who are having difficulties;

Use of maths equipment throughout the school, including upper key stage 2, to support Numeracy;

Individual laptops and Clicker 7 to support children with dyslexia and dyspraxia;

A quieter space where children can retreat to.

What expertise can we offer?

As a staff team we make it a priority to ensure that we are up to date with current educational research and practise. In particular some of our training and expertise is outlined below:

Our SENCo holds the Advanced Certificate in Special Educational Needs

Our INCo is trained in dyslexia teaching and has vast experience of working with children with Social, Emotional and Mental Health (SEMH) needs. She has experience of behaviour management and working with children with an Autism Spectrum Disorder (ASD).

Both the SENCo and INCo have attended a 6-week course run by 'Place 2 Be' on working with children with mental health difficulties.



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All staff have basic awareness level training in Autism Spectrum Disorder conditions and training from CAMHs around the effects of anxiety on children.

The Senior Leadership Team (SLT) are trained in Team Teach techniques which are based around de-escalating behaviour.

We have staff who have received enhanced training in supporting children with physical disabilities in the school environment.

Teaching assistants are trained to support the particular needs of the children they work with.

Our SEN governor has attended training linked to her role.

We also have access to a range of specialist services including

Educational Psychology

SENSS, who support children with communication and language.
Sensory needs and physical needs

Children and Adolescent Mental Health Services (CAMHS)

Oxfordshire School Inclusion Team

Therapy services

Early Intervention

Children's Social Care

Information about these services and what they offer can be found on the Oxfordshire County Council SEN web pages:

<https://www.oxfordshire.gov.uk/cms/public-site/special-educational-needs-sen>

We always discuss the involvement of specialist SEN services with parents first.

We also work with other services and organisations that are involved with a family, with the family's permission.



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How do we know if SEND provision is effective?

The progress of all children is tracked through the school using our assessment information system.

In addition, for children with SEND we regularly review progress towards agreed outcomes assessing whether the support that's been in place has made an impact and what we need to do next. We evaluate this progress against age related expectations and using standardised tests. We also have access to assessment tools such as the Autism Education Trust Progression Framework and the Boxall profile.

When we run special intervention programmes for groups of children, we assess how successful they have been and use that information to decide on how best to run them in the future.

Information about how the governing body evaluate the success of the education that is provided for pupils with SEND is contained in the governors' annual SEND report.

You can read it here:

<http://staloyusiastestsite.files.wordpress.com/2013/03/annual-report-to-parents-on-the-implementation-of-special-educational-needs-2.pdf>

How are children with SEND helped to access activities outside of the classroom?

All children are included in activities and trips following risk assessments where needed and in accordance with duties under the Equalities Act 2010. We talk to parents when planning trips so that everyone is clear about what will happen, and we are happy for parents to attend if it benefits the child.

There is information about activities and events for disabled children and those with SEN in Oxfordshire in the Family Information Directory:

<http://fisd.oxfordshire.gov.uk/kb5/oxfordshire/fsd/disabilities.page>



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Oxfordshire's accessibility strategy can be read at:

http://schools.oxfordshire.gov.uk/cms/sites/schools/files/folders/folders/documents/SEN/guidance/Schools_Accessibility_Strategy.pdf

What do we do to support the wellbeing of children with SEND?

We listen to the views of children with SEND by including them in reviews about their progress and learning.

We take bullying very seriously. We help to prevent bullying of children with SEND by ensuring that we talk to our children openly and celebrate our differences; as a Catholic school we remind the children that we are all made in the image and likeness of God.

Our Behaviour Policy (including anti-bullying) can be found here:

<https://staloyusiastestsite.files.wordpress.com/2019/04/behaviour-policy-final-2018-19.pdf>

Joining the school and moving on

We encourage all new children to visit the school before starting. For children with SEND we hold transition/planning meetings ahead of starting. We also encourage parents to make as many visits with their child as possible before starting, for some children it is appropriate to do this outside of the normal school day.

We begin to prepare young people for transition into the next stage of their educational by organising visits to their next setting and liaising closely with their new teachers.



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Who to contact?

If you are concerned about your child contact their class teacher in the first instance.

If you would like to feedback, including compliments and complaints about SEND provision contact Tom Walker (Headteacher). We aim to respond to any correspondence/complaints within 2 working days.

If you'd like impartial advice from Oxfordshire's Parent Partnership Service contact:

<https://fisd.oxfordshire.gov.uk/kb5/oxfordshire/fsd/disabilities.page>

Oxfordshire's Local Offer contains lots of information for parents. Click here to see it: <https://www.oxfordshire.gov.uk/cms/public-site/special-educational-needs-sen>. Our school has contributed to the county's Local Offer through attendance at a training workshop and through trialling of new guidance and systems.

Signed Head Teacher

Signed Chair of Governors

Date November 2020

Review September 2021