



Special Educational Needs and Disability (SEND) Information report for Church of the Ascension Primary School 2023/2024

Part of the Dudley Local offer for Learners with SEND

Introduction

Welcome to our SEND information report which is part of the Dudley Local Offer for Learners with Special Educational Needs and Disability (SEND). All governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools have a legal duty to publish information on their website about the implementation of the governing body's or proprietor's policy for pupils with SEND. The information published must be updated annually. The required information is set out in the SEN Code of Practice 0 -25 Years, 2015.

At Church of the Ascension Primary School we are committed to working together with all members of our school community. This information has been produced in line with the current SEND code of practice, Regulation 51 and Schedule 1 SEND regulations 2014 and the Children and Families Act 2014, in consultation with eight local primary schools and Dudley Education Authority.

All learners should have the same opportunity to access extra-curricular activities and we are committed to making reasonable adjustments to ensure participation for all. Our staff is aware of the Equality Act 2010. This legislation places specific duties on schools, setting and providers including the duty not to discriminate, harass, or victimise a child or adult linked to a protected characteristic defined in the Equality Act and to make 'reasonable adjustments'.

The Equality Act 2010 definition of disability is:

“A person has a disability for the purposes of this Act if (s) he has a physical or mental impairment which has a substantial and long –term adverse effect on his ability to carry out normal day-to-day activities.”

Section1 (1) Disability Discrimination Act 1995

What kinds of Special Educational Needs and Disabilities are provided for?

At Church of the Ascension Primary School, we support students in the four broad areas of SEND:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties

- Sensory or Physical difficulties

How do we identify pupils with SEND?

At different times in their school career, a child or young person may have a special educational need. The Code of Practice (CoP) 2015 - 0 -25 defines SEND as:

“A child or young person may have SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a person has a learning difficulty or disability if they:

- a) have a significant greater difficulty in learning than the majority of others of the same age: or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools mainstream post – 16 institutions.”

If a learner is identified as having SEND, we will provide provision that is ‘additional to or different from’ the normal differentiated curriculum, intended to overcome the barrier to learning.

Learners can fall behind in school for lots of reasons. They may have been absent from school, they may have attended lots of different schools and not had a consistent opportunity to learn. English may not be a first language or they may be worried about different things that distract from learning. At Church of the Ascension Primary School we are committed to ensuring that all learners have access to learning opportunities and for those who are at risk of not learning, we will intervene. This does not mean that all vulnerable learners have SEND. Only those with a learning difficulty that requires special educational provision will be identified as having SEND.

Pupils are assessed half termly and regular pupil progress meetings are held which identify pupils who are not making the expected level of progress. Action is then taken to identify the problem and a targeted intervention is put in place to address the individual needs of the pupil.

How do we Assess SEND at Church of the Ascension Primary School

Class teachers, support staff, parents/carers and the learner themselves will be first to notice a difficulty with learning. At Church of the Ascension Primary School we ensure assessment of educational needs is a partnership between the learner, their parents/ carer and the Teacher. The Special Educational Needs Coordinator (SENCO) will also support with the identification of barriers to learning.

What provision do we make for pupils with SEND?

Every teacher is required to adapt the curriculum to ensure access to learning for all children in their class. Our teachers will use various strategies to adapt access to the curriculum, this might include using:

- Visual timetables
- Writing frames

- I-pads, lap tops or other alternative recording devices.
- Peer buddy systems
- Positive behaviour rewards system

Each learner identified as having SEND is entitled to support that is 'additional to or different from' a normal differentiated curriculum. The type of support is dependent on the individual learning needs, and is intended to enable access to learning and overcome the barrier to learning identified. Support can include:

- Targeted Interventions: 1:1 or small group
- In class support
- Input from outside agencies
- Specialist equipment

This support is described on a provision map, which although does not detail the individual learner names, describes the interventions and actions that we undertake at Church of the Ascension Primary School to support learners with SEND across the year groups. We modify the provision map regularly, and it changes every year, as our learners and their needs change.

Our provision map is shared with Governors who are able to ensure that we monitor the impact of these interventions on learning across the school.

What is our Approach to Teaching Learners with SEND?

At Church of the Ascension Primary School we believe in participation for all. We want all adults and children to participate in learning and we celebrate all members of our community. We aim to create an inclusive culture in our school and to be responsive to the diversity of our children's backgrounds, interests, experience, knowledge and skills.

All pupils are encouraged to take part in extracurricular activities. Day and residential trips are open to all children and any specific needs and the reasonable adjustments which may need to be made are discussed as required.

We value high quality teaching for all learners and actively monitor teaching and learning in our school. Our school improvement plan is about developing learning for all and details our planned continued professional development (CPD) opportunities for all staff.

We aim to create a learning environment which is flexible enough to meet the needs of all members of our school community. We monitor progress of all learners and staff continually assess, ensuring that learning is taking place. Our whole school system for monitoring progress includes regular pupil progress meetings and staff engage in coaching and supervision.

How do we find out if this Support is effective?

Monitoring progress is an integral part of teaching and leadership within Church of the Ascension Primary School. Parents/carers, pupils and staff are involved in reviewing the impact of interventions for learners with SEND. We follow the 'assess, plan, do, review' model and ensure that parents/carers and children are involved in each step of the process.

Progress data for all learners including the impact data of interventions is collated and monitored by Teachers, Senior Leaders, SENCO and Governors. Our school data is also monitored by the Local Authority and Ofsted.

How do we include Parents and Children in this process?

Children, Parents/carers and staff are directly involved in the reviewing process. This review can be built in to the intervention itself, or it can be a formal meeting held at least once a term, where we discuss progress and next steps. If a learner has a Statement of Special Educational Needs or an Educational Health and Care Plan (EHCP) the same termly review conversations take place, the EHC plan will be formally reviewed annually.

What support is available for improving the Emotional, Mental and Social Development of Pupils with SEND?

At Church of the Ascension Primary School we pride ourselves on our nurturing environment and provide a high level of support to our pupils. We have a nurture group with a member of specialist staff trained to run it. Staff are also available to provide pastoral support throughout the school as required. We have excellent relationships with a number of external agencies:

- CAMHS
- Speech and Language
- Autism Outreach
- Learning Support
- Educational Psychology
- Hearing /Visual Impairment
- Sycamore Centre
- Occupational Health
- Physiotherapy
- School Nurse
- Physical and Medical Inclusion Service (PIMIS)

The school takes many steps to ensure and mitigate the risk of bullying of vulnerable learners. It has a comprehensive bullying policy available to Staff and parents. Our behaviour policy promotes inclusion and encourages children to be supportive of each other as they practise our Core Christian Values:

- Forgiveness
- Generosity
- Honesty
- Perseverance
- Respect
- Thankfulness

Who Can I Speak to if I am Concerned that my child may have SEND?

If you think your child may have SEND please speak to your child's Class Teacher or the school SENCO, Miss A. Jones. The school telephone number is 01384 818760.

Staff Training

Miss Jones, our school SENCO, is working towards the National Diploma for Coordination of Special Educational Needs. Class teachers and support staff have received up to date training related to various areas of SEND.

How do we fund SEND provision?

The SEND budget is allocated each financial year. The money is used to provide additional support, resources and training. Funding is also used to buy in specialist support from the local authority and other professional agencies. Church of the Ascension Primary School has commissioned support from:

- Learning Support Services
- Educational Psychologist

Currently we employ:

- SEN Teaching Assistants who deliver specific interventions as co ordinated by class teachers and SENCO.

How do we prepare for the next step?

Transition is a part of life for all learners. This can be transition to a new class in school, having a new teacher or moving on to another school, training provider or employment. Church of the Ascension Primary School is committed to working in partnership with children, families and other providers to ensure that positive transitions occur.

Planning for transition is a part of our provision for all learners with SEND. Moving classes will be discussed with you and your child at their summer term review meeting. Transition to secondary school will be discussed in the summer term of their Year 5, to ensure time for planning and preparation.

Which External Agencies provide support for Children with SEND?

External support services play an important part in helping the school identify, assess and make provision for pupils with SEND. Services which we may draw upon include:

- The LA's specialist advisory services for children with learning difficulties (Learning Support Team)
- Language and communication difficulties (Speech & Language Support Service)
- Behavioural, emotional and social difficulties (Sycamore Centre)
- Sensory impairments (PIMIS – Physical Impairment and Medical Inclusion Service)

- Autistic spectrum (AS) (Autism Outreach)
- Educational Psychology Service
- Community Paediatrician
- Pre-school Special Needs Service
- Visual Impairment
- Hearing Impairment
- Home and Hospital (Cherry Tree)
- CAMHS
- Physiotherapy
- Occupational Therapy
- Social Care
- Dudley Counselling
- School Nurse

Referrals to these services will be made by the SENCO in discussion with class teachers and will always be shared and agreed with parents/carers.

Who can I contact to find out about support for parents and families of Children with SEND?

- Further information about a range of support services can be found via Dudley MBC Local Offer Information:
<https://fis.dudley.gov.uk/localoffer/>
- Dudley SEN Team: Westox House, Dudley MBC: Telephone Number: 01384 814214
www.dudley.gov.uk/localoffer
- Dudley Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS) provides impartial information, advice and support to young people and parents, covering SEND, health and social care. Telephone Number: 01384 236677
Address: Trafalgar House, 47 -49 King Street, Dudley, DY2 8PS
<http://www.dudley.gov.uk/resident/learning-school/parentalsupport/dudleysendiass/>
- Child and Adolescent Mental Health Service (CAMHS)
www.dwmh.nhs.uk/chil-adolescent-mental-health-servicescamhs/
- Young Minds
www.youngminds.org.uk/

What do I do if I have Concerns that my child's Special Educational needs are not being met?

As a school, we believe that the special educational needs of pupils are best met when there is effective collaboration and communication between school, families, pupils and other agencies. We aim to foster good working relationships with all these groups, especially parents.

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the SENCO or Head Teacher, who will discuss the issue and make every effort to resolve the problem.

SENCO: Miss A. Jones

Head Teacher: Mr S. Hudson

Designated Teacher with Specific Safeguarding Responsibility: Mr S. Hudson

Designated Teacher for Looked After Children: Mr S. Hudson

SEND Governor: Mrs S. Freeman

A complaints policy is available on request or on the school's website:

<http://www.chur-ascen.dudley.sch.uk/wp-content/uploads/Complaints-Policy.pdf>

Further information can be found on the school website:

- Special Educational Needs and Disability Policy

<http://www.chur-ascen.dudley.sch.uk/wp-content/uploads/SEND-Policy-2019.pdf>

- Accessibility Plan

<http://www.chur-ascen.dudley.sch.uk/wp-content/uploads/Accessibility-Plan.pdf>