

St Charles' VC Academy



SEND Statement 2023 - 2024

School Statement

At St Charles' VC Academy we aim to provide Quality First Teaching for all pupils. We ensure that our pupils with additional needs are supported through highly structured teaching and learning approaches and they are given the highest quality teaching. Pupils are fully included in all aspects of school life and thrive within the school. We believe that all pupils can reach their full potential through structured teaching and learning opportunities and quality first teaching.

School Information:

Do you have a specialist designated unit/ additional learning support department? No

Total number of pupils with special educational needs and disabilities: 31

Total number of pupils with an EHCP(Education, health and care plan): 5

Broad areas of need that are supported in line with the Code of practice.

Communication and Interaction

Cognition and Learning

Social, Emotional and Mental Health difficulties

Sensory and/or Physical Needs

Areas of support and experiences we currently offer to meet needs of children and young people with SEND:

Throughout the school children are supported by daily 'quality first teaching' within their age appropriate year groups. For children identified as having specific and profound additional needs they have access to specialist targeted provision and support as required, supported through our work with a variety of external agencies.

Classes have timetabled support from highly skilled Achievement Support Assistants to ensure pupils are provided with support at the point of contact and as and when needed throughout the school day. The achievement support assistants are trained to deliver specific interventions of support in Reading, Writing, Maths Social Communication and well-being. Each intervention is highly structured to maximise impact and measure outcomes for each child. All support is overseen by the SENDCO Miss E Blacksell. We are supported by many additional services and have programmes in place from local services including involvement from IPASS, NHS speech and language therapists as well out outreach support from Ganton and Northcott.

The speech and language therapists work directly with pupils and provide training for the teachers and Achievement support assistants (ASA's) delivering the speech intervention programmes. Pupils with social emotional and mental health difficulties are supported by MRs Richmond in which she works with the children to provide daily check-in's, friendship groups, nurture groups and one to one therapy support. Pupils with specific physical difficulties are supported by set programmes from IPASS (Integrated physical and sensory support service).

The SENDCO oversees the programmes and ensures that staff working directly with pupils are fully trained and that training is updated regularly. Pupils with specific communication and interaction difficulties (Autism, Asperger's, and Global Delay) are supported by the school's speech and language therapist, outreach team from Northcott and Ganton special schools.

The SENDCO regularly liaises with the outreach teams to plan targeted support for individual pupils.

The aims of our SEND policy and practice are to:

Provide pupils with special educational needs and disability with individualised programmes of support to ensure they make the best possible progress from their starting point. To provide quality first teaching with targeted in class support with individualised learning targets that aim to provide next steps in learning.

Questions	Response
What policies do you have for the identification and assessment of pupils with special educational needs and disabilities?	<ul style="list-style-type: none">• SEND Policy• Accessibility and Disability Policy• Accessibility Plan
How will you evaluate the effectiveness of your provision for these pupils?	<ul style="list-style-type: none">• Termly progress meetings – all teachers are involved and review the progress and next steps for each learner.• Fortnightly inclusion meetings with the school's inclusion team.• Annual Reviews for all pupils with Educational Health and Care Plan.• Termly discussions with SENDCO and parents – looking at targets, steps achieved and next steps in learning to take place as well as support for school and home.• Concerns documented – staff collate information showing areas of concern, strengths used, changes to routines/timetables and provision these are recorded on the cause for concern forms and or CPOM's recording system.• Termly parents meetings with the class teacher to discuss support plans, concerns, targets and progress These meetings ensure that the parents are full involved in pupils learning and next steps.

Questions	Response
<p>What is your approach to teaching these pupils?</p>	<ul style="list-style-type: none"> • Pupils have access to 'Quality first teaching' • Pupils are given a support plan that aims to diminish the difference in basic skills for Reading, Writing and Maths development as well as personalised targets linked to their individual needs. • Teachers, teaching assistants and SENDCO work in partnership to update pupil passports and set the child's next steps on their learning journey and flight path of progress. • All pupils are supported each week to work on their individual pupil targets highlighted in their passports. This may be through targeted support within the classroom or some pupils may complete specific learning programmes. • Children with emotional mental health needs are supported through their work with Mrs Richmond.
<p>How will you adapt the curriculum and learning environment for these pupils?</p>	<ul style="list-style-type: none"> • The curriculum is adapted for pupils when necessary, either through support, scaffolding, differentiated learning challenges, specific equipment or adaptation to the classroom environment. • Pupils with dyslexia or other reading/ writing/ spelling diagnosed conditions will be provided with reading and writing overlays, as identified through a visual stress assessment and away from environmental distractions (e.g. light from a window, seating position) Children with identified Dyslexia may also follow a daily support programme using one of the following schemes –word wasp, hornets, RWInc or Toe by Toe. • Pupils with ASD (Autism/Asperger's) will be provided with a quiet learning space for 1:1 learning activities. This may be within the

Questions	Response
	<p>classroom or within another learning space to avoid environmental disruptions and provide a quiet space for working.</p> <ul style="list-style-type: none"> • Learning environments are assessed yearly for ease of access and appropriateness for pupils with physical disabilities – access is adapted when and where needed. • At times some children may require additional support from Mrs Richmond Children needing this specialised support will be given a personalised plan and have regular check-in's and time to talk about their feelings/behaviour and personalised situations.
<p>What training is available to staff supporting children and young people with SEND?</p>	<ul style="list-style-type: none"> • Reading and Mathematical intervention training is given to all teaching assistants working with a specialist programme of support. Monitoring of this support is done as part of the school's appraisal cycle and subject monitoring cycle. Teaching assistants liaise with the SENDCO to ensure information sharing is key to pupils' success and achievement. • All teaching staff are trained on an annual basis with key messages, changes in SEND law and policy. • SENDCO attends regular Trust and City-wide network and training meetings and disseminates information to teaching staff and teaching assistants as appropriate. • Teaching assistants working with pupils are given regular support and training where required from the speech and language services looking at the use of PECS (picture, exchange programme) and social communication programmes. Training is continuous and changes over time as the pupils develop.

Questions	Response
<p>What specialist services and expertise are available or accessed to support these pupils?</p>	<ul style="list-style-type: none"> • Services Include: • Educational Psychologist Service • Tweendykes Special School support • Northcott Outreach Support • NHS Speech and Language therapist service • IPASS – Integrated Physical and Sensory service • Whitehouse/Bridgeview Outreach Support • KIDS – Parent Partnership • School Nursing Team • Health Visitors • Portage Service • Early help teams • Headstart
<p>What activities are available for these pupils, outside of the classroom?</p>	<ul style="list-style-type: none"> • Pupils are fully integrated into school life and are able and encouraged to attend any of our school or extra-curricular clubs • ELSA • Feelings and Wishes sessions • Targeted support through success@arithmetic, Numicon, First Class at Number • IDL

Questions	Response
How will we prepare and support these pupils when transferring to a new school?	<ul style="list-style-type: none"> • Parents, teachers and pupils are invited to attend transition meetings • Teachers meet to transfer important information • Transition to new classes will be in a time frame that is suitable for each child's needs • Secondary transfer support for children in Year 6 including early transition when appropriate • Transition documents between each year group, each school for children with ASD, Global delay and emotional well-being needs • Longer supported transition for those children entering school for the first time in September to Reception with additional identified needs
How will parents/carers be involved in discussions about and planning for their child's education?	<ul style="list-style-type: none"> • Termly meetings with SENDCo to look at progress, concerns, targets and next steps. • Pupil passports are used to gather information about pupils, parents, support and medical needs • Support plans are discussed with pupils and parents as part of our termly meetings • Information evening with parents when requested • Person centred planning meetings to complete plans, annual reviews and significant changes in a child's needs.
How will children/young people be involved in discussions about and planning for their own education?	<ul style="list-style-type: none"> • Termly parent/child meetings – meeting with SENDCo and conversations around pupil progress, achievements and next steps • Pupil passports • Support plan targets are discussed with the children

Questions	Response
	<ul style="list-style-type: none"> Discussions with the child on wishes and feelings prior to person centred planning meetings
What support will there be for my child's/young person's overall well-being?	<ul style="list-style-type: none"> The well-being of all of our pupils is our primary concern at St Charles'. They are supported with their social and emotional development throughout the school day, through the curriculum and extra-curricular activities. Personal, Social and Health Education (PSHE) are integral to our curriculum and are also taught on a weekly basis through our 'Jigsaw' programme. Additional support from specialist staff is arranged as needed for individual pupils, both in and out of the classroom Our Behaviour Policy; which includes guidance on expectations, rewards and sanctions is fully understood and in place by all staff. We regularly monitor attendance, support pupils returning to school after absence and take the necessary actions to prevent prolonged unauthorised absence. Relevant staff are trained to support medical needs and in some cases all staff receive training. We have a medical policy in place. Pupils' views are sought through school council and other forums, such as Pupil Voice. All pupils are included in the writing of their additional need plan.
How are the setting's / school's / college's resources allocated and matched to children's/young people's special educational needs?	<ul style="list-style-type: none"> Our finances are monitored and audited regularly, and we utilise resources to support the strategic aims of our setting as well as individual learner needs. The funding may therefore be used to put in place a range of support strategies. We seek to ensure a 'value for money' service, therefore all interventions are costed and evaluated.

Questions	Response
	<ul style="list-style-type: none"> The school will use its SEN funding in the most appropriate way to support your child. This support may include some individual or small group work supported by an adult, but this may not always be the best way to support your child. SEND funding may also be used to purchase specialist equipment or support from other specialist support services etc. SEND funding may also be used to purchase subscriptions and access to online support programme or staff training to ensure that all staff are skills in delivering targeted support to meet your child's needs. There are regular meetings to monitor the impact of interventions and SEN provision and the Governing body is kept informed of funding decisions.
Who can I contact if I need further advice or support?	<p>In the first instance, you should speak to your child's class teacher.</p> <p>Special Educational Needs or Disabilities contact details:</p> <ul style="list-style-type: none"> Mrs. S Woodmansey Contact Telephone number: 01482 326610 Email: admin@stchull.org FAO Mrs. S. Woodmansey <p>Head of School contact details:</p> <ul style="list-style-type: none"> Mrs. S Woodmansey Contact Telephone number: 01482 326610 Email: admin@stchull.org FAO Mrs. S. Woodmansey

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