

## **St Aloysius Catholic Primary School SEN Information Report**

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

### **About our school**

St Aloysius provides for children with a wide range of special education needs 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

She can be contacted at [karen.wade@st-aloysius.oxon.sch.uk](mailto:karen.wade@st-aloysius.oxon.sch.uk) or 01865 311056

Our governor with responsibility for SEN is: Catherine Rolfe

Our SEN policy can be found here:

<https://staloysiustestsite.files.wordpress.com/2015/12/special-educational-needs-sen-policy-approved-december-2015.pdf>

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

We use 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, 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 if we have a concern that a child may have a special educational need. We work closely with children with SEN and their parents to agree outcomes and how we will work towards these, and then to review progress. We do this in a range of ways and according to each individual need: *in line with parent evening meetings during the autumn and spring terms; using home/school diary; scheduled phone calls; termly meetings.*

There is also the opportunity for parents to arrange a meeting with the SENCo and/or SEN support teacher in the resource base.

### **Adapting the Curriculum**

We offer a broad and balanced curriculum for all children including those with SEN. 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.

As part of this accessibility curriculum we also offer:

Lunch club for KS1/2 children;  
After school homework club for KS2 children;  
Intervention programme 'Spirals' to support the development of language in EYFS;  
British Picture Vocabulary Scale screening across EYFS and KS1 to support early intervention with language needs;  
'Rapid Maths' and Numicon Closing the Gap maths intervention programmes across the school to support children who are having difficulties;  
Use of Numicon throughout the school to support Numeracy;  
Individual laptops and Clicker 6 to support children with dyslexia and dyspraxia.

Our SEN support teacher teaches 1:1 sessions in our resource base for children with specific learning difficulties such as dyslexia.

We can offer opportunities for specialist intervention with The Art Room.

### **What expertise can we offer?**

Our SENCo holds the Advanced Certificate in Special Educational Needs.

All staff have basic awareness level training in Autism Spectrum conditions and Team Teach techniques.

Our SEN support teacher 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 Condition (ASC).

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

A member of our staff holds the RNIB Certificate in Contracted Unified English Braille and has extensive experience of working with visually impaired children.

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

Behaviour support

Children and Adolescent Mental Health Services (CAMHS)

Oxfordshire School Inclusion Team

Therapy services

Early Intervention

Children's Social Care

Dyslexia Intervention and Assessment Service

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.

### **How do we know if SEN provision is effective?**

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

In addition for children with SEN 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.

When we run special intervention programmes for groups of children we assess how successfully 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 SEN is contained in the governors' annual SEN 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 SEN 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.

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>

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](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 SEN?**

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

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

Our behaviour policy (incorporating our anti bullying policy) can be found here:

<http://staloyusiastestsite.files.wordpress.com/2012/11/behaviour-policy-october-2012.pdf>

### **Joining the school and moving on**

We encourage all new children to visit the school before starting. For children with SEN 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.

### **Who to contact**

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

If you would like to feed back, including compliments and complaints about SEN provision contact Tom Walker (Head teacher). We aim to respond to any 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.