



Special Educational Needs and Disabilities (SEND) Local Offer and School SEN Information Report

St Edward's Catholic First School

Name of Headteacher:	Mrs Sarah Matthews
Name of SEND Co-ordinator (SENCO):	Mr Liam Keohane
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Type of school:	Maintained Mainstream First School

1. Identifying special educational needs and disabilities (SEND)

a. What kinds of special educational needs and disabilities does the school provide for?

At St Edwards First we maintain an inclusive ethos and therefore high 'Quality First Teaching' is provided for all pupils. We recognise the importance of providing a stimulating and caring environment in order that every child, irrespective of their ability can achieve his/her potential.

Every effort is made to ensure that children with special educational needs or a disability are fully integrated into the life of the school. Needs are identified early and we work together with parents to ensure appropriate support is in place enabling every child to achieve their very best.

Where possible children are taught alongside their peers, but learning is adapted to meet the needs of all children in our school. Some individual targets may be supported within lessons by the class teacher or a Teaching Assistant (TA); others may be supported outside a lesson through a specific intervention programme which may be delivered by a teacher or TA or other professional.

We have a dedicated and experienced team who have worked with many children with children with attachment challenges, Autistic Spectrum Disorder (ASD), speech and language delay, Down's Syndrome specific learning difficulties and those with social and emotional needs.

b. How does the school know if children and young people have special educational needs and disabilities and need extra help?

- Concerns are raised by parents/carers, teachers or the child
- Limited progress is being made
- There is a change in pupil's behaviour

We carry out regular assessments which track pupil's progress throughout the year. Concerns which arise as a result of the outcomes of these assessments or indeed as a result of the indicators above, are discussed with the parent/carer. This may involve planning for additional support from external agencies to support the needs of the child.

Some children who join our school will already have been identified with a Special Educational Need or Disability (SEND) however; many have yet to be identified. Liaison with our feeder nurseries, prior to a child joining St Edward's, ensures the child's needs are met through transition into our school. If a child has not already been identified with a SEND, concerns may be raised by either teaching staff or parents. Observations are carried out to enable the class teacher to clarify areas of concern and identify what interventions may be most effective. The child's progress is monitored in relation to individual targets. If further intervention is required, parents will meet with the Special Educational Needs and Disabilities Co-ordinator (SENDCo) in order to discuss the involvement of an external support service. The school, and parents, will work with any identified services to provide further support and monitor progress.

c. What should I do if I think my child or young person may have special educational needs or disabilities?

The class teacher is the initial point of contact if there are any concerns about a pupil's progress or behaviour. The SENDCo will be informed and the concerns relayed and discussed. Further meetings between the class teacher, SENDCo and parents/carers will be arranged as necessary.

2. Support the school provides for children and young people with SEND

a. What teaching strategies do you use to support children with special educational needs and disabilities?

A range of strategies are used, dependent on the needs of the individual. Teachers plan lessons with objectives that meet the differing needs of the children in the class, recognising that not all children learn in the same way. Children are given frequent opportunities to talk about their learning with adults or other children so they receive prompt and helpful feedback to help them progress further. In addition to this we may adapt the classroom to support a child in their learning, e.g. use of visual timetables or individual work stations.

If there is still concern about progress and the class teacher feels that a child may benefit from more specialised help or more targeted support he/she will speak to the SENCo, who will observe and then discuss the child's specific needs with the class teacher, the parents/carers and the child. A decision to offer additional support may then be made. This support is recorded on a Individual Provision Map (IPM), which is reviewed termly by the Class Teacher and the SENCo and signed by the parents.

IPMs generally include two or three key targets which are broken into small, measurable and relevant steps which are set by the teacher, SENDCo, parent and child (where relevant). The targets may also include strategies to support both parents and staff within school who may work with the child. The IPMs also identify any outside agencies who may be involved with the child. Children are able to identify areas they want to work on and this is shared with parents/carers.

The class teacher then implements the specific strategies to target the area requiring additional support. All IPMs are written to include contributions from the school, the parents and the child therefore leading to achievable and realistic targets being set along with the outlining additional support being offered to the child. This process ensures that progress is jointly monitored by the class teaching team and parents/carers.

All correspondence about any child is passed to the school's SENDCo who also monitors all IPMs at least termly. The school also has a designated School Governor who monitors SEND across the school.

Children working in small intervention groups or working with an adult 1:1 will receive feedback on their work and progress towards targets as per the school's Marking and Feedback Policy.

The school's SENDCo and Head teacher meet regularly with the Educational Psychologist and other support services ensuring that any child needing support are appropriately identified and relevant support given where necessary.

For a small number of children with more complex needs, they may require more intensive and long-term support in order to thrive and make progress at school. These pupils will have an Education, Health and Care Plan (EHCP) which will set out clearly the provision the pupil needs to achieve at school.

b. What additional support is available to help my child with their learning including specific interventions provided and adaptations to the curriculum and learning environment?

All staff are regularly trained in identifying and supporting children with specific difficulties around learning, child development and social and emotional difficulties and in key areas of the curriculum.

The SENDCo oversees the delivery of all interventions delivered by Teaching Assistants.

In addition to the SENDCo the school provides:

- Play therapist who works in school once a week
- 2 Higher Level Teaching Assistants.
- A large number of highly experienced Teaching Assistants who offer additional support within class or work 1:1 with children with additional needs e.g. a TA who is ELKLAN trained (speech and language training course). Our Teaching Assistants often work closely with other agencies e.g. Speech and Language Therapy (SALT), and will work alongside the therapist. They then are able to continue the therapy on a daily basis or as required.
- The majority of staff are Makaton trained
- 5 Emotional Literacy Support Assistants (ELSA) who is available to support the families of SEND children at their request.
- 4 ABC Readers (reading intervention programme)

The Headteacher also works individually with families of children with SEND to offer support, advice and demonstration sessions with the children where appropriate.

c. How is the decision made about what type and how much support my child or young person will receive?

Once your child has been identified as having special educational needs, we will agree targets we would like them to meet. The type of support your child receives will depend on the extent of their needs and the targets that have been agreed. Individual Provision Maps (IPMs) and Intervention Trackers are used to keep track of how resources are being used.

Up to date data, observations, and external agency reports and recommendations are used to determine the type of support a child requires. The SENDCo is responsible for the allocation of SEND resources including Teaching Assistants. Teaching Assistants report directly to the class teachers on the progress of the children they are working with.

Termly reviews of progress are made between class teachers and the SENDCo, with any SEND issues or concerns being monitored closely.

d. How will I (the parent) be involved in planning for and supporting my child's or young person's learning?

Through 'Quality First Teaching', the school provides a curriculum to meet the needs of all children. All lessons offer the challenge and support necessary for each child to learn and where necessary differentiation occurs through the work set, questions asked or support given.

Your child's class teacher or the SENDCo will contact you if we have any concerns about your child's needs. You will be involved in prioritising needs, discussing targets and the progress made towards these targets through Provision Map Parent Letters. All Provision Map Parent Letters include a contribution from the parents and the school provides advice, support and encouragement for parents to help your child achieve their targets. This process ensures that progress is jointly monitored by the class teaching team and parents/carers.

You will have regular contact with the SENDCo who will also give you advice as to how you can help your child at home or signpost as necessary to other services.

Our "open door" policy means parents can speak to any member of staff who is involved with their child's learning in order to clarify any issues or celebrate successes. Class teachers are briefly available to discuss concerns with parents/carers at the end of each day and we encourage parents to make an appointment to see the class teacher should they wish to discuss their child further.

In some cases, children may have a daily home/school communication book or specific learning online learning journal (Tapestry).

Parents are also regularly invited to join their children in the classroom, through sharing afternoons. We also hold regular information sessions for parents throughout the year including on specific areas of learning, such as phonics.

e. How will my child be involved in their own learning and decisions made about their learning?

Pupils are regularly involved in assessing their progress in lessons and have an opportunity to have their views included at reviews/progress meetings by discussing these in advance with a member of staff.

Children are encouraged to help set their own targets and assess their progress towards these. We listen carefully to their opinions to ensure activities and personalities are matched to maximise learning.

3. Children and young people's progress

a. How do you check and review my child or young person's progress?

High 'Quality First Teaching' ensures that ongoing assessment for learning is an integral part of the daily classroom context for all pupils.

At the beginning of each term, individual targets are set for all children and agreed with class teachers and the SENDCo and are formulated into a Individual Provision Map (IPM). These IPMs ensure that progress is jointly monitored and is collaborative. Teaching Assistants regularly monitor and record progress against short term IPM targets in discussion with the class teachers and collate progress in the form of Intervention Tracker Sheets and Impact Monitoring Sheets at the end of an intervention.

All staff working with your child attend a termly pupil progress meetings with the Headteacher and SENDCo to assess progress towards identified targets. Barriers to learning (if any) are identified, successful strategies highlighted and new targets put in place. Children with an Education, Health and Care plan (EHCP) will have a formal Annual Review in addition to this, and depending on the needs of the child, may have interim reviews throughout the year.

Close liaison with parents, enables us to know our children well, and parents are able to discuss their child regularly with either the Class Teacher, SENDCo or the Senior Leadership Team.

b. How do you involve my child or young person and parents in those reviews?

Parents are regularly kept up to date with their child's progress starting with Parent's Evenings during the autumn Any child receiving an intervention to support their progress, will take home a Provision Map Parent Letter which outlines this support. Reports are also sent home at the end of the school year.

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs.

If an assessment or referral indicates that a pupil has additional learning needs, the parents and when applicable, the pupil, will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child.

c. How do you know if the provision for children and young people with SEND at your school is working?

Our SENDCo and Headteacher, supported by Governors, regularly check how well SEND provision is helping children in our school to make progress.

Through monitoring, observing and assessing a child's needs, staff work together with the SENDCo to put in place appropriate support and provision and modify if and when required. The progress of all children is monitored termly across the year.

All children are assessed before and at the end of any intervention programme. In some cases, this may involve asking the child questions to assess their emotional well-being, in other cases there may be a short formal assessment. Children's progress towards agreed targets is assessed. If an intervention is not helping a child achieve these targets, we will consider another approach.

In addition, we have an “open door” policy and encourage parents to discuss any concerns they may have as and when they occur, in person with their child’s class teacher. Parents are also invited to contact our SENDCo or Headteacher whenever they wish.

4. Support for overall wellbeing

a. What support is available to promote my child or young person’s emotional and social development?

St Edward’s First ensures that all children are supported socially and pastorally by staff who know the children well. Our Emotional Literacy Support Assistants (ELSAs) supports children in school, either individually or in small groups.

All class teachers also take time to discuss issues as they arise e.g. circle time, worry bags etc.

A play therapist works in the school once a week and if we feel a child may benefit from these sessions, we will refer them to her and arrange a time for you and the therapist to meet and plan a 6-week block around the needs of your child.

Children who need specific support with their behaviour are identified through a Behaviour Support Plan and appropriate support offered. This support may range from extra classroom support, to implementing support strategies and interventions from the Behaviour Support Team.

We incorporate a wide range of activities into school life to support social, cultural and emotional development, including our, school visits and educational trips.

As a Catholic school this forms an important part of our day-to-day ethos and school life. Good behaviour is celebrated across school through in-class rewards, Merits, Golden Time, certificates and in special assemblies, which parents may attend.

5. Preparation for new and next steps

a. How will you help and prepare my child to join your school?

We encourage parents and children to visit the school and meet their new teacher prior to joining the school. A member of the Leadership Team will either show the child and parents around school or be available to answer any questions. Where specific adaptations to school are required, the Headteacher and SENDCo will liaise with parents/ carers and external agencies to ensure smooth transition into school.

A teacher from our Early Years class will visit and meet with staff from a child’s previous setting. If further meetings are deemed necessary then they are arranged and pupils have the opportunity for additional visits prior to starting school.

b. How will you prepare my child young people to join their next year group, school, college, stage of education or life?

Transitions within our school are planned through consultation with parents and the child. Care is taken to match personalities to ensure the transition is as smooth as possible. Pre-visits are arranged if appropriate, but usually children will already be very familiar with whoever their new teacher will be. Once you have chosen which Middle School your child will attend, we liaise with the school in question. Pre-visits will be arranged to the Middle School if appropriate and where necessary a transition plan will be written with the child. Where it is deemed that a child would benefit, the school ELSA, and the Behaviour Support Team if appropriate, offer small group sessions or 1:1 transition support. Additional individual visits to transition schools are sometimes arranged and there is close collaboration between our own staff team and those in our transition Middle Schools.

Staff are invited to a transition / annual review and also have a chance to meet your child. This process is designed to ensure joined up working across multiple agencies to facilitate smooth transition for pupils. All paperwork (review records, progress levels, school and professional’s reports) will be handed over to your child’s new school when your child leaves our school.

6. Accessibility and specialist equipment

a. How accessible is the school environment?

Do you have an accessibility plan?

Yes. You will find this on our school website.

Is your school wheelchair accessible?

The school is partially accessible to wheelchair users. There are no automatic doors, but corridors and doorways are accessible. There is a lift in the Middle School end of the shared building which means that the upstairs classrooms are also wheelchair accessible. The office is wheelchair accessible only from the courtyard gate.

Have adaptations been made to the auditory and visual environment?

To date, as it has not been required, no special adaptations have been made to the auditory or visual environment.

What changing & toilet facilities does the school have for children and young people with SEND?

The school has three disabled toilets and one shower room. There is also a wheelchair accessible medical room.

Do you have disabled car parking for parents?

We have one disabled car parking space immediately outside the entrance to the school.

b. What if my child needs specialist equipment or facilities? #

Reasonable adjustments have been made to improve accessibility. Our school site is wheelchair accessible with a disabled toilet large enough to accommodate a changing bed. We endeavour to provide children with appropriate specialist equipment to access the curriculum. Advice on this will be sought from the Children and Young People Disability Service at RBWM and relevant professionals as appropriate e.g. physio/OT.

We will make every effort to provide the equipment and resources your child needs. If we do not receive additional funds through your child's EHCP, we will investigate other possible sources of funding i.e. local trusts or charities.

c. How will my child or young person be included in activities outside the classroom including physical activities, school clubs and school trips?

As part of our inclusive ethos, we want all children to take part in activities outside the classroom. Wherever possible, school clubs are made accessible for SEND pupils, with additional support provided if needed. SEND children may also attend the Cuckoo and Breakfast Clubs but notice will be required to ensure staffing levels are appropriate. When planning school trips we consider the needs of the pupils and will talk to you in the early stages of planning to make sure your child will be able to participate and be safe.

For all school trips a risk assessment is undertaken to ensure that each child is kept safe from harm. All children with SEND are included on all school trips and when appropriate additional staff are deployed. Parents are consulted to ensure full participation and active engagement of all children. Where the outings are run by outside agencies they are made aware of each child's needs so that they deal with them in a sensitive and appropriate manner.

7. Training for staff, specialist services and further support**a. With regard to staff who support children with SEND, what expertise do they have and what training have they undertaken?**

All staff receive regular training from the health service around key medical issues which could arise. All teachers are First Aid trained with four members of staff holding the advanced paediatric First Aid certificate. Several of the non-teaching staff are also First Aid trained.

All staff are trained in identifying and supporting children with specific difficulties around learning, child development and social and emotional difficulties and in key areas of the curriculum.

In addition to the SENDCo the school provides:

- Play therapist one day per week,
- Five ELSA trained Teaching Assistants (TAs have regular meetings and support training with the Educational Psychology Service)

The SENDCo and Headteacher provide in-house training on developing Individual Provision Maps and around specific requests from staff, or as necessary to support a particular child or group of children. Where necessary, specialist training is brought into the school. For example, the Speech & Language service have trained all our TAs to identify and support any child with a speech and language problem.

Other training has included:

- Dyslexia (British Dyslexia Association)
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- Attachment Training
- ASD training both internally and externally

b. What other agencies do you involve to meet the needs of my child or young person and how can I access support from these agencies?

We will regularly involve other agencies to help us meet your child's needs. Whenever we do so, we will inform you beforehand and ask for your permission to discuss your child with them. Agencies we often use include the Education Psychology Service, the School Nurse, the Speech and Language Therapist, SHINE (for pupils with an ASD diagnosis) and the Early Help Advisor who is often able to offer support to families. In addition to this we have contact with Occupational Therapy, Behaviour Support and the Child and Adolescent Mental Health Service (CAMHS).

c. Who should I contact to find out about other support for parents, carers and families of children and young people with SEND?

You can contact the Information, Advice and Support Service for Windsor and Maidenhead who provide impartial information and advice on matters relating to Special Educational Needs and Disabilities for Children and Young People aged 0-25 and their families.

Tel: 01628 683182

Email: IAS@rbwm.gov.uk

Website: <http://ias-rbwm.co.uk/>

Please follow this link to the Royal Borough of Windsor and Maidenhead's Local Offer for information about other services that might be available to support your child/young person:

<https://rbwm.afcinfo.org.uk>

8. Policies

a. Are you aware or familiar with the requirements of the Disability Discrimination Act 1995 (Special Educational Needs & Disabilities Act 2001) and the Equality Act 2010?

Yes

b. Where can I find other school policies relating to SEND?

The following SEND policies are available on the school website at the following link:

- <https://www.stedwardscatholicfirstschool.co.uk/policiesSEND> and Inclusion Policy
- Accessibility Plan
- Safeguarding Policy
- Behaviour Policy
- Administering Medicines

9. Additional Information

a. Do you provide any other resources for children and young people with SEND?

In keeping with our inclusive ethos, provision is made to ensure our Cuckoo and Breakfast Clubs are accessible to children with SEND but prior notice of attendance is required.

10. Feedback and complaints

a. What do I need to do if I have a concern or complaint about the school and its provision for my child or young person?

We take pride in our "open door" policy and with staff nearly always available for a quick chat, most concerns are dealt with quickly and efficiently.

However, you feel you need to make a formal complaint, it should be made in writing to the Headteacher or the Chair of Governors. A copy of our complaints procedure is available on the school website.

In our experience, those very few complaints which we do receive generally arise from misunderstandings, and are swiftly resolved at school level.

School admissions are dealt with directly by the Local Authority, so any issues regarding admissions should be addressed directly to the Royal Borough of Windsor and Maidenhead.

11. Glossary

Terms used in this document	Description/explanation of term
Behaviour Support Team (BST)	Behaviour Support & Wellbeing outreach workers are part of RBWM Psychology, Wellbeing and Schools Support Service. They work with a number of RBWM schools in a variety of ways, supporting staff, children and their families to understand and manage difficult behaviour to improve emotional wellbeing.
Child and Adolescent Mental Health Service (CAMHS)	An NHS service who support children with mental health difficulties and their families
Circle of Friends	Intervention to support children to interact with their peers
Education, Health and Care Plan (EHCP)	An EHCP is a legal document that states what support a child or young person with special educational needs aged 0-25 should have. EHCP have replaced the Statement of Special Educational Needs.
Educational Psychologists	Educational Psychologists are part of RBWM Psychology, Wellbeing and Schools Support Service. They work with schools and the local community to improve children and young people's aged 0-19 years (up to 25 years with significant SEND) learning, well-being, development and achievement.
Emotional Literacy Support Assistant (ELSA)	Teaching Assistants who have received extra training to support the emotional wellbeing of children and young people
Makaton	Makaton is a language programme using signs and symbols to help people to communicate.
SHINE	An outreach support service who support children on the Autism Spectrum Disorder within mainstream schools.
Special Educational Needs and Disabilities Coordinator (SENDCo)	This is the member of staff of a school who has responsibility for co-ordinating special educational needs provision within a school.

Date of last update of this document: March 2022

Date of next review: Should be reviewed annually.