



SEN Information Report – November 2021

St. Blasius Shanklin CofE Primary Academy

Albert Road, Shanklin, Isle of Wight PO37 7LY

01983 862444

admin@stblasiusacademy.iow.sch.uk www.stblasiusacademy.co.uk

All Isle of Wight providers will use their best endeavours and adopt a similar approach to meeting the needs of pupils with Special Educational Needs. Schools are supported by the Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. All schools are supported to be as proactive and inclusive as possible, with the needs of pupils with a Special Educational Need/s being met in a mainstream setting wherever possible, where families want this to happen.

ADMISSIONS

Children and young people with SEND are allocated places in two separate & distinct ways:

- Those children and young people with Education Health and Care Plans have a separate admissions procedure overseen by the IW SEND Assessment and Review team.
- Those children and young people who have SEND but do not have an Education, Health and Care Plan are admitted via the normal school admissions criteria.

Detailed information and guidance of how to apply for a place at an Isle of Wight School both if your child/young person has a statement of special educational needs/Education Health Care Plan, or if he/she has special needs but does not have a statement/Educational Health Care Plan, can be found on the following link:

<http://www.iwight.com/localoffer>

PEOPLE WHO SUPPORT CHILDREN WITH SEND IN THIS ACADEMY

1. *Who are the best people to talk to in the academy about my child's difficulties with learning/Special Educational Needs/Disabilities (SEND)?*

Mr Roger Lyon (SENCO) is responsible for

- Overseeing the day to day operation of the SEND policy
- Co-ordinating the provision for children with SEND
- Liaising with, and giving advice to, fellow teachers
- Overseeing records of pupils with SEND
- Liaising with parents of pupils with SEND
- Liaising with external agencies, LA support services, health and social services
- Managing the administration needs of SEND provision within the academy

Samantha Tate (HLTA and FLO) is responsible for

- Family liaison and support

HOW COULD MY CHILD GET HELP IN ST BLASIUS C of E PRIMARY ACADEMY?

Children and young people in St Blasius will get support that is specific to their individual needs. One person, or a number of people/agencies may provide this, or the class teacher may involve:

- Other staff in St Blasius;
- Staff who will visit St Blasius from the Local Authority central services such as the ASD Outreach Team or Sensory Service (for students with a hearing or visual need);
- Staff who visit from outside agencies such as the Speech and Language Therapy (SALT) Service.

2. What are the different types of support available for children and young people with SEND in this school?

Quality First Teaching

- All children will have their learning needs met through 'quality first' teaching, using differentiated activities that are aimed at your child's individual level.

Evidence-based interventions

- Any child highlighted as 'falling behind' during our pupil progress meetings will be considered for one of our 'evidence-based interventions' that we run in school. This decision will be made with the SENCO, Principal and class teacher.
- Some of the interventions that we use include: Precision Teaching, Phonic support, Rapid Phonics, Rapid Writing, Rapid Maths, 5 minute Literacy Box, Stareway, Toe by Toe, Nessy fingers, KS2 Maths and English booster groups. Further details are available in our School Offer.

Personal Resource Pack Support

Any Child on the SEN Register will be supported by a personal resource pack. This contains a variety of resources tailored to their individual needs that support each student during lessons and enable them to access the curriculum as independently as possible.

Social and Emotional Well-being

- We offer support to all children through zones of regulation implemented consistently in every classroom. Those who have been highlighted as having an emotional, social or mental health need will also receive various interventions that we either run ourselves or can access, such as the ELSA group.
- Children who need this type of support will be discussed with the SENCO and Principal and the appropriate support will be put in place.
- Support within school can be, but is not exclusive to, 'Social Skills' groups, 'There 4 U' groups and Bereavement Counselling.

How we listened to the views of children/young people and their parents:

| <u>What</u> | <u>Who</u> | <u>When</u> |
|---------------------------------------|----------------------------------|----------------------|
| Informal Discussions | All pupils | Daily |
| Parents' Evenings/Reports | All pupils | Termly |
| Home-School Book | Individual children | Daily |
| Assess, Plan, Do, Review meetings | Pupils on SEN Register | Half Termly |
| Team Around the Child/Family Meetings | Individual pupils | At least Half Termly |
| School Council | Representatives from all classes | Half termly |
| Questionnaires | All pupils and parents | Annually |
| Pupil Progress Meetings | SENCO and pupils | Termly |

Support Staff Deployment:

Support staff were deployed in a number of roles:

- ✓ Support in the classroom
- ✓ 1:1 provision
- ✓ Small group intervention
- ✓ Playground support
- ✓ Lunchtime support
- ✓ Supporting at afterschool clubs
- ✓ Running afterschool clubs
- ✓ Breakfast Club
- ✓ PPA Cover (HLTAs)
- ✓ First Aid
- ✓ Support for medical needs

We monitored the quality and impact of this support by recording intervention impact on provision map. This informed academic progress and next steps for all pupils and new personalised targets were made accordingly.

Support of pupils during play and lunch was monitored through adults proactively recognising and preventing triggers that were likely to escalate. They provided a friendly, trustworthy, recognisable supportive network of adults with which pupils felt comfortable and confident in engaging.

HLTA cover in lessons ensured that smooth cover lessons were provided, delivered by HLTAs with confident and secure understanding of the needs of each class.

Many staff members are qualified in First Aid, providing a staff network, where all first aid concerns are dealt with confidently and promptly.

3. How can I let the school know I am concerned about the progress of my child in school?

- The first point of contact should always be your child's current class teacher. Our teachers are happy to speak informally at the end of the day or by making an appointment.

- We have parent consultation meetings twice a year and a full school report is issued each year.

4. How will the school let me know if they have any concerns about my child?

- Class teachers will keep parents informed if they have any concerns about your child.
- They will usually arrange to have a meeting with you. This may include the school SENCO.

5. How is extra support allocated to children and young people and how do they move between the different levels?

- Extra support is identified during half-termly pupil progress meetings with the class teacher, SENCO, Assistant Principal or Principal.
- They will identify which groups of pupils or individuals need what types of extra support.
- Any child needing extra support through an intervention will be monitored in terms of their levels of progress in order to ensure that they make or exceed expected progress in order for them to catch up.

The Assess, Plan, Do, Review Cycle:

For children/young people on our SEN Register, an Assess, Plan, Do, Review cycle was established by the SENCO in partnership with the child/young person, their parents and the class teacher. The provision is monitored every half term and targets are reviewed and formulated accordingly.

For details of the provision made for children/young people on our SEN Register under the four categories below, please refer to our School Offer.

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or Physical Needs

By the end of the 2020/2021 academic year, we had 52 children receiving SEN Support and 7 children with Educational, Health and Care Plans.

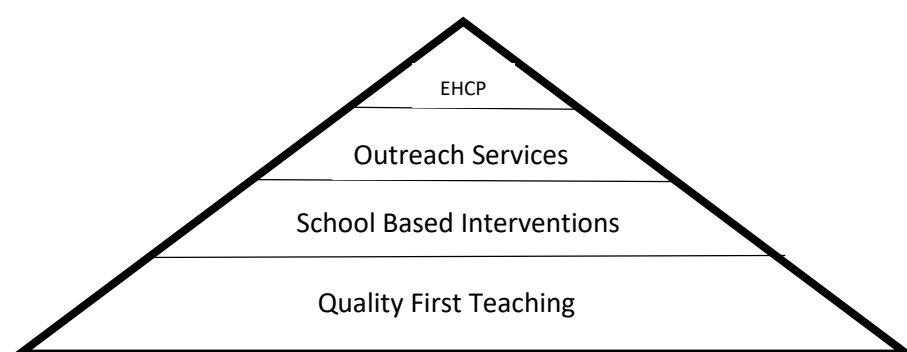
We monitored the quality and impact of this provision by regularly reviewing targets every half term on provision map and liaising closely with all external professionals implementing all recommendations accordingly.

6. What specialist services are available at or can be accessed by the school?

- | | |
|---|--|
| A. Directly funded by the school: | Education Psychology Service Behaviour Support Team/Family Learning |
| B. Paid for centrally by the Local Authority but delivered in school: | Speech and Language Therapist |
| C. Provided and paid for by the Health Service but delivered in school: | School Nurse |

7. How are staff in the school supported to work with children & young people with SEND? What training have the staff supporting children/young people with SEND had or have available?

- The academy’s SENCO holds the ‘SEND National Award’ qualification.
- Emotional Literacy Support Assistant (ELSA), ASD, ADHD, Dyslexia, Dyspraxia, Dyscalculia, Sensory and Speech and Language training has been undertaken by a number of TAs in school.
- Many staff are experienced in using ‘evidence-based interventions’ which may be accessed by a child with SEND.
- We sign up to the ‘Training and Development’ service from the LA who offer training on all aspects of SEND which our staff can access.
 - Across St Blasius, and our sister school St Francis, we have a range of experienced teaching staff to support the SEN needs of all children.
 - The levels of SEN help at St Blasius are as follows.



Continuing development of staff skills

Individuals’ CPD over the last academic year

| <u>Area of Knowledge/Skill</u> | <u>Role of Staff undertaking CPD</u> | <u>Training Received from</u> |
|---------------------------------------|---|--|
| Administration of Medicines | All Teachers | OPUS |
| Safer Recruitment | SLT and Business Manager | HAYS |
| First Aid at Work | Teachers and TAs | NHS |
| Paediatric First Aid | EYFS Teachers/TAs | NHS |
| Anaphylaxis | Select staff dealing with certain pupils | NHS |
| Diabetes Awareness | Select staff dealing with certain pupils | OPUS |
| DSL Training | DSL | Hampshire and Isle of Wight Council |
| Fire awareness | Site Manager and Fire Marshalls | Good Skill Training |
| Fire Marshall | Fire Marshalls | Good Skill Training |
| Food Safety and Hygiene | Teachers and TAs | Virtual College |

Whole Staff/Group Training

| <u>Area of Knowledge/Skill</u> | <u>Roles of Staff undertaking CPD</u> | <u>Training Received from</u> |
|---|---------------------------------------|-------------------------------|
| Makaton | Relevant staff | NHS Speech and Language |
| Manual handling | All staff | HSE |
| MAYBO Preventing conflict and reducing risk | All staff (October 2020) | MAYBO |
| MAYBO De-escalation | All staff (October 2020) | MAYBO |
| White Rose Maths CPA | Teachers and TAs | White Rose Maths |
| White Rose Maths Bar | Teachers and TAs | White Rose Maths |
| Bereavement | Teachers and TAs | Winston's Wish |
| COSHH Training | All staff | Virtual College |
| KCSIE | All staff | In house |
| Safeguarding and Child Protection | All staff | In house |
| Zones of Regulation | Teachers and TAs | In house |

8. How will activities/teaching be adapted for my child with learning needs?

- Teaching will be differentiated by the class teacher depending upon the needs of your child and the level at which they are working.

a) How will the curriculum be matched to my child's needs?

- The curriculum will be matched to suit the individual needs of your child and to ensure that it is fully inclusive for all children to enjoy and achieve.

b) How will I know how my child/young person is doing and how will you help me to support my child?

- The class teacher and SENCO will keep records and monitor your child's progress.
- Two parent consultation meetings and a formal 'end-of-year' report take place each year, informing you of your child's progress. However, more frequent updates can be arranged at the discretion of the class teacher.
- If your child needs support at home, the class teacher will inform you of how best to do that. In addition, every child in school receives weekly homework in the form of reading, spelling and other curriculum based activities.
- If your child is identified as having SEND, they will receive a 'Learning Plan'. This will highlight their half termly targets, the support that has been put into place and criteria that explains how they will know when they have achieved a target. This will help you to understand what needs to be done at home to help your child progress.
- Through regular Pupil Progress Meetings, the attainment of all children is monitored. Whether or not 'adequate progress' has been made is the determining factor as to whether additional support is needed.

- All children on the SEN Register will have a personal plan on provision map that is tailored to their individual needs. This is reviewed and updated by the class teacher and SENCO every half term and parents have a login to access their child's account so they can monitor progress.

9. How will the school measure the progress of my child?

Adequate progress is defined as that which:

- Narrows the attainment gap between the pupil and their peers.
- Prevents the attainment gap increasing.
- Is equivalent to that of peers starting from the same baseline but less than the majority of their peers.
- Equals or improves the pupil's previous progress rate.
- Ensures full-curricular access.
- Shows an improvement in self-help, social or personal skills or shows improvement in the pupil's behaviour.

10. What is the pastoral, medical and social support available in the school?

Pastoral and social support includes:

- Two fully trained ELSA available in school
- School nurse who visits to carry out routine screening
- Zones of regulation implemented across the school
- Full time Family Liaison Officer

a) What support will there be for my child's overall wellbeing?

- All of our staff are fully committed to supporting the well-being of all children within school.

b) What support is there for behaviour, avoiding exclusion and increasing attendance?

- At St Blasius, we will endeavour to support any child with a behavioural difficulty by trying to identify the underlying cause and supporting the child and family to find strategies to deal with the issues.
 - ELSA support and zones of regulation across the school
 - Behaviour support plans
 - CAF (Common Assessment Framework)
 - External agencies are used to help identify reasons for behaviour
 - Bespoke curriculum opportunities designed to engage pupils with behaviour difficulties

11. What support does the school have for me as a parent of child with a SEND?

Class Teachers, the SENCO and members of the Senior Leadership Team will always endeavour to meet with parents to discuss any concerns.

12. How does the school manage the administration of medicines?

- Permission forms are signed by parents as appropriate.
- Medicines are kept securely in the school office or fridge (as appropriate).

Please see the sections on administering medicines in the Health and Safety Policy and the Supporting Pupils with Medical Needs Policy.

13. How accessible is the school environment? (including after school clubs and school trips)

- We are a fully inclusive and fully accessible school. There is usually a member of staff in school until 5pm each day. We have an Accessibility Policy and Plan available to view on our website www.stblasiusacademy.co.uk

14. How will the school support my child when they are leaving or moving to another Year?

- We liaise closely with The Bay Secondary site, where the majority of our children move onto after year 6. Transition programmes with The Bay and other schools run throughout the year.
- Meetings take place between staff from St Blasius and the Secondary School for more vulnerable pupils moving up to Year 7.
- We also have close links with our on-site pre-school. Joint staff meetings take place with the Pre-school and EYFS colleagues. Children beginning year R are invited to a number of play sessions in their Reception class and a morning visit into school. In addition, home visits are carried out by our Reception staff for all children in Year R prior to them beginning school.
- As classes move through the school, two transition mornings are planned in the Summer term.
- ‘Transfer of Information’ meetings occur in the Summer Term so that new teachers are fully informed of the progress and needs of the children in their new classes.

15. Distribution of Funds for SEND

SEND funding was allocated in 2020-21 in the following ways:

- ✓ Support staff
- ✓ External Services (See School Offer)
- ✓ Teaching and Learning resources
- ✓ Well-Being Provision
- ✓ Staff training

16. Where can I get further information about services for my child/young person?

If you want to find out more about what is available across the Island, please use the following link to Admissions and SEND Assessment Teams:

<http://www.iwight.com/Residents/Schools-and-Learning/>

Our SEND Policy and School Offer (our contribution to the Local Offer) can be accessed via the links on our website.

Details about our curriculum, including how it is made accessible to children/young people with SEND can be viewed from the link on our website.

Details of how we keep children/young people safe can be found in our Safeguarding Policy, which can be viewed on the school website.

Our SEND Policy, School Offer and Annual SEN Information Report have been written in accordance with the Disability Discrimination Act 1995, the Equality Act 2010 and the Children and Families Act 2014.

The Governing Body approved this SEND Information Report in November 2021.

Other relevant information and documents:

- The Designated Safeguarding Lead in our school is Nicki Mobley.
- The Deputy Designated Safeguarding Leads are Sam Tate and Roger Lyon.
- The Local Authority's Offer can be found on our school website.
- Our Accessibility Plan can be found on our website.
- The School Development plan can be found on our website

Abbreviations:

1. **ADHD - Attention Deficit Hyperactivity Disorder.** Attention deficit hyperactivity disorder (ADHD) is a behavioural disorder that includes symptoms such as inattentiveness, hyperactivity and impulsiveness.
2. **ASD - Autism Spectrum Disorder.** Autism spectrum disorder (ASD) is a condition that affects social interaction, communication, interests and behaviour.
3. **ELSA - Emotional Literacy Support Assistant.** An educational psychology led intervention for promoting the emotional wellbeing of children and young people.
4. **HLTA - Higher Level Teaching Assistant.** Higher level teaching assistants (HLTAs) do all the things that regular teaching assistants do but they have an increased level of responsibility. For example: HLTAs teach classes on their own, cover planned absences and allow teachers time to plan and mark.
5. **Key Stage 1 (The two years of learning from year 1 to year 2).**
6. **Key Stage 2 (the four years of learning from year 3 to year 6).**
7. **LSA - Learning Support Assistant.** An LSA supports the needs of students in and out of the classroom on the direction of the teacher as required.
8. **SENCO - Special Educational Needs Co-ordinator.** A Special Educational Needs Coordinator (SENCO for short) is a teacher who is responsible for special educational needs in school. Every school in the UK is obliged to employ a SENCO as they ensure all students with learning disabilities are well equipped to obtain the right help and support they need at school.