



2022 - 2023

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SEN Information Report



St Simon's Catholic Primary School
'Whatever we do, we do it for the glory of God.'

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As part of the Children and Families Bill (2014) schools are required to publish a document setting out the services they offer for children and young people with special educational needs. We appreciate any questions or comments you may have that will contribute to this document and to our provision for children with needs.

At St Simon's Catholic Primary School we nurture and develop a very inclusive and supportive environment for children and adults to work in.

Definition of Special Educational Needs

A child of compulsory school age or a young person has a learning difficulty or disability if he or she: - has a significantly greater difficulty in learning than the majority of others of the same age, or - has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions. A child under compulsory school age has special educational needs if he or she is likely to fall within the definition in the paragraph above when they reach compulsory school age or would do so if special educational provision was not made for them (Section 20 Children and Families Act 2014).

How does the school identify a child with SEND?

At St Simon's our teachers know all our children very well. This enables us to draw on many different strategies to ensure all needs are being supported. This happens on a day-to-day basis during all lessons by presenting the work to children in different ways. However, there may be a time when children need 1-1 or small group time to support their progress. In our school we have trained Teaching Assistants who carry out interventions for Maths, writing, phonics and reading as well as giving emotional support to children – we believe your child must be happy in order for them to learn. For some children, further support is required. This may be because they are working significantly below their peers and have difficulties in one or more of the following areas:

Cognition and Learning

Communication and Interaction

Physical and Sensory

Social, Emotional or Mental Health

Following an initial assessment from the SENCO, we would produce a SEND support plan which details the aims we have for a child with SEND. We work with parents at each stage as we recognise that they know their child best. If parents have any

concerns about their child's progress or development they should discuss this first with their class teacher.

What support is provided for pupils with SEN?

Individual Needs

In any classroom there are children with very different levels of ability. At St Simon's we ensure teachers provide high quality, well-differentiated lessons to meet the needs of the majority of pupils in their class. Our learning environments ensure that the needs of pupils with commonplace conditions are met; for example having dyslexia-friendly classrooms, motor skills activities, co-operative learning opportunities and language-rich environments. Every child in the school has the opportunity to complete their One Page Profile, which enables them to express 'What Is Important to Them', 'How Best to Support Them' and 'What People Like and Admire About Them'. This allows all staff to have a sound understanding of the pupil's individual needs.

Small Group Interventions

At times groups of pupils in a class will require intervention support for one or more areas of the curriculum. Therefore we have small groups set up that can be run by a Teacher, a Teaching Assistant or a Learning Support Assistant. These groups include Language Link, Welcomm, Narrative Therapy, Phonics support groups and Motor Skills United. These groups are all part of everyday good practise in classes, and most children will access these activities at some point in their education. They take place in or out of the classroom.

What specialist services and expertise are available at or accessed by the school?

There are a number of agencies who work regularly with St Christopher's. We call on these agencies when a need has been identified. These agencies are only contacted with parents' permission. These include:

Educational Psychologist (E.P.)
Inclusion Team (Cognition and Learning & Social and Emotional)
Speech and Language Therapist (SALT)
CAMHS
ASD Partnership
Physiotherapy
Occupational Therapy (O.T.)
School Nurse
Emotional Literacy Support (ELSA)
Primary Jigsaw
Sensory Support Services
School Age Plus Worker and
Social Services.

These agencies work in different ways, at different times, depending on the needs of the child – this may involve staff training, meeting with parents or working 1-1 with a child. In addition to this, Mrs Crisp also meets with agencies who form a Team Around the School. This involves a linked school age plus worker, school nurse, education welfare office and a social worker. Parents have always given permission for issues to be discussed at these meetings, and this then helps school to sign post parents for further support.

For more information, and for contact details, parents may wish to access Stockport's Local Offer for SEND children.

<https://stockport.fsd.org.uk/kb5/stockport/fsd/localoffer.page?localofferchannel=0>

Who do I contact in school if I am concerned that my child has a Special Educational Need?

The first point of contact, if you have a concern, is always your child's class teacher. All parents can arrange to talk to their child's class teacher about their child's progress. Once there has been a discussion about the child's progress, Mrs Clarke the SENCO will then meet with parents and/or class teacher to discuss what strategies or interventions may or may not be appropriate. This could include some recommendations for strategies in the class and at home to support your child. The child will then be monitored to see what progress is made. If there is a lack of progress after a term of trying new strategies, a further assessment or referral may be needed. This would be with school staff and may involve an outside agency such as the inclusion Service. These assessments may indicate that further support is recommended, and the school will put this in place after discussions with parents. A referral to the Educational Psychologist is only made when the school have serious concerns about the lack of progress a child is making, and feel there is an underlying problem that the school is not able to identify. If you have a concern about your child which is relevant to school that you have consulted your GP about, it would be helpful to let school know as well, so that any referrals can be processed as quickly as possible. Any information passed to school is always treated with the utmost confidence by any school staff.

How do I let the school know if I have concerns about my child's progress?

If you have a concern about the progress of your child, the first person to speak to is your child's class teacher. Parents and teachers will discuss what actions are felt necessary. If, after an initial discussion and an action plan has been put in place, you continue to have concerns about your child's progress, you and/or the class teacher can approach Mrs Clarke, the SENCO, to discuss further what further support may be necessary.

Who has responsibility for SEN in school?

The Headteacher has overall responsibility for all the pupils in the school including those with SEN. Mrs Crisp is the Headteacher. She also oversees procedures for SEN and reports termly to the Governors on matters around SEN. Mrs Clarke is the SENCO.

She has the responsibility for the day-to-day implementation of Special Educational provision in the school. Mrs Farrell, the SEN Governor, is responsible for ensuring the necessary provision is made for children with SEN in the school. She is kept up to date with procedures by the SENCO.

What teaching and learning does the school provide?

Curriculum

At St Simon's our focus has always been on providing the pupils with a creative curriculum, enriched by activities that go beyond the classroom. This includes class and school trips, with all our Year 6 pupils having the opportunity to go to Robinwood. We believe that getting all the pupils involved in activities that go beyond the classroom enriches their education, challenges the children to push themselves and gives them essential skills in independence.

We ensure that every pupils has a well-balanced curriculum of RE, Science, Geography, History, PSHE (Personal Social Health Education), RSE, Music, PE (including swimming), DT and Art and computing. However, the key to accessing the curriculum are good Literacy and Numeracy skills, we strongly believe that a good foundation in English and Maths is central to the teaching of all these subjects and therefore runs through the whole curriculum.

How do I know how well my child is doing at school?

Your child's progress is continually monitored by his/her class teacher. His/her progress is reviewed formally every 10 weeks to see if they are meeting National Curriculum expectations. This is carried out with Mrs Crisp, Headteacher and Mrs Clarke, SENCO along with the class teacher. Progress is also discussed with parents every term as part of parents' consultation meetings and in the form of written reports. All pupils have on-going assessments throughout the year and end of term assessments. The progress of children with an EHC (Education Health Care) Plan is formally reviewed at their 'Person-Centred Review' held once a year with all adults involved with the child's education. The child will attend part of their own review, and the school ensures they can access the meeting with support. These meetings are an opportunity for the family and child to have their say and express their wishes and/or concerns for the future, as well as the chance to say what works well and what does not work well from their perspective. In addition to the annual review, parents of pupils with SEN get the opportunity to discuss their progress at the parent consultation meetings with class teachers. At the end of each key stage (i.e. at the end of year 2 and year 6) all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do and the results are presented to Governors and shared with parents.

What extra-curricular opportunities does the school provide?

At St Simon's we offer a wide range of extra-curricular activities. These do change and include multi-skills, football, ukulele/guitar, eco-club, cross country, board

games and dance. We always offer and encourage our pupils with additional needs to participate in the activities they would like to do.

What involvement does the school have with the local community?

The school choose different charities every year that we support and fundraise for; these have included CAFOD, Mission Together, Children in Need, Save the Children. Our pupils also have regular visits around Hazel Grove and Stockport, including going to the local library, visiting St Peter's Church, Staircase House, The Hat Works and visits to the local shops.

How accessible is St Simon's School?

We ensure that all our pupils have access to the appropriate curriculum and activities that we provide. School has an informative website which is updated on a regular basis. We also have our own Early Birds and Night Owls before and after school clubs. We welcome the support and involvement of all parents in school events. We have a PTA (Parent Teacher Association) which all parents become part of when their child joins the school.

Physical Environment

At St Simon's we have toilets that are wheelchair accessible, we have small areas /room for speech and language work, small group work and therapy exercises.

How is support for my child allocated?

The school has a budget from the Local Authority, which is expected to meet the needs of most of the pupils in the school. This includes pupils with Special Educational Needs. However, for pupils with a Statement of SEN or and EHC (Education Health Care Plan) that recommends over 16 hours of class support a week, additional funding is provided to meet their individual needs. These will be children with complex difficulties who require an individualised provision map to meet all their requirements. Pupils with less than 16 hours allocated have their support funded by the school. The funding from the school's budget pays for support in the class, 1-to-1 programmes of work delivered in class time, group interventions and additional supervision such as at play and dinner times. This support is allocated according to the individual needs of the pupils; for example, some pupils require less 1-to-1 time, but more group intervention. Recommendations for the level and form of support are discussed with parents and agencies at review meetings, which are held annually.

How does the school manage the pastoral and behavioural support for my child?

At St Simon's we feel that the key to good well-being is to foster good relationships. We have adopted the Restorative Approach to behaviour management. The pupils have the opportunity to share and discuss any worries they have in a 'Circle Time', held once a week in classes. If they do not wish to do this, then they can talk to members of staff at any time. Some classes have 'Worry Boxes' which allow them to

tell a teacher if there is a problem, anonymously. Pupils have a strong voice at St Simon's and they do say that they feel listened to. Children with SEN often find social communication difficult, and school uses many strategies that can support them in the classroom and in their next steps at High School; such as Social Stories, Comic Strips and visuals. Parents are always welcome to make an appointment to discuss any concerns they have for their child, and school will always seek to provide the support it can, or recommend outside agency support where appropriate. School has a Behaviour Policy which is reviewed and updated regularly.

How does the school manage transition?

Moving from one school to the next is a big event in any child's life. At St Simon's we have a well organised transition programme from Nursery to Reception Class, and from Year 6 into high school. In the Foundation Stage, once your child has been offered a place at St Simon's, you will receive an admissions pack. This gives you information about the school. If there are any questions in the pack that are not answered, the school will happily answer any queries about SEN.

We have systems in place to support transition in to school, from year group to year group and transition to secondary.

Deciding on the right High School for your child is very difficult.

At St Simon's we will support you through this process by explaining all the options for a child with SEN at Key Stage 3. There will be a Person-Centred Transition Review in Year 5 for children with an ECHP, and this will give parents the chance to discuss their wishes for High School education. Representatives from all outside agencies will be present to offer their comments and advice. However, the final decision falls to parents on their choice of high school.

Once a place has been given to any child, we will work with high schools to ensure a smooth transition. This includes visits to the school and a programme of work to prepare them for the new routines and expectations at high school. We ensure that all our records are passed on and we meet with the staff to make them aware of the needs of all the children. Extra visits can be arranged if it is felt that the child will benefit.

How does the school manage medical needs?

Most of our Teaching Assistants and Learning Support Assistants, including members of the SLT are First Aid trained. This includes many Paediatric First Aiders. In addition to this, we ensure all staff have up to date Asthma, Anaphylaxis and Epilepsy Training and any other specific training depending on the medical conditions of the children in school. Children with medical conditions may need a HealthCare Plan if it is appropriate, from the school nurse. This will then be kept in the school office and the relevant staff, who works with the child, will be informed. There is a note in each class of the medical needs of each child in that class. This is kept confidentially, in a locked cupboard.

Who is there to help me and my child?

Mrs Clarke is our Special Educational Needs Coordinator, and can be contacted via the school office on 0161 483 9696, or email: senco@st-simons.stockport.sch.uk
Parents should also contact their child's class teacher as they are responsible for your child's progress and development during their time at St Simon's. This can be done via phone, Class Dojo or by emailing admin@st-simons.stockport.sch.uk.

Parents may wish to contact PACTS which is Stockport's official parent/carer forum for families of children with SEND.

<https://pactstockport.co.uk/contact/>

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