



SEN Information Report
St. Blasius Shanklin C of E Primary Academy

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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 Statements/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

Sheila Fallone (HLTA) is responsible for the day to day running of intervention groups.

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. This may be all provided by one or a number of people/agencies 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 who is highlighted as 'falling behind' during our pupil progress meetings will be put forward 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, Teodorescu Perceptuo-Motor Programme, K.S.2 Maths and English booster groups.

Yellow Folder Support

Any Child on the SEN Register will be supported by a Yellow Folder. This contains a variety of resources that support each student during lesson and enable them to access the curriculum.

Social and Emotional Well-being

- We offer support to all children who have been highlighted as having an emotional, social or mental health need, through 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.

2. 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.

3. 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.
- As soon as they feel they have any concerns about your child they will inform you. They will usually arrange to have a meeting with you. This may include the school SENCo.

4. 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, Deputy 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.

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

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| 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 an 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.
- ELSA, ASD and ADHD training has been undertaken by a number of LSAs 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.

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 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 in deciding if additional support is needed.

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 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:

- A fully trained ELSA
- School nurse who visits to carry out routine screening Social skills groups

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
- CAF (Common Assessment Framework)

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

Class Teachers and members of the Senior Leadership Team will always endeavour to meet with parents to discuss their 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 Sandown Bay Academy, where the majority of our children move onto after Year 6. Transition programmes with SBA run throughout the year.
- Meetings take place between staff from Shanklin 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 Reception colleagues. Children beginning Year R each year 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. 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/>

Abbreviations:

Attention Deficit

ADHD Hyperactivity Disorder

ASD Autism Spectrum Disorder

Emotional Literacy

ELSA Support Assistant

Higher Level Teaching

HLTA Assistant

Key Stage 2 (the four years of learning

KS2 from year 3 to year 6)

LSA Learning Support Assistant

SENCo SEN Co-ordinator