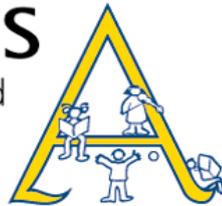


# ST AIDAN'S

Voluntary Controlled  
PRIMARY SCHOOL

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## How does St. Aidan's support children with special educational needs or disabilities?

### What is the St. Aidan's vision for pupils with a special educational need or disability?

St Aidan's is an outstanding, inclusive school where all children receive their entitlement to a broad and balanced academic and social curriculum, which is made accessible to them through high quality teaching. This includes those identified as having special educational needs or disabilities (SEND) for whom all possible modifications are made. We have high expectations of all our children and strive to support every child to reach their potential, despite any barriers to learning. We believe that all children should be equally valued in school and be fully included in all aspects of school life.

### What should I do if I think my child may have special educational needs?

Talk to the school. In the first instance meet with your child's class teacher about any concerns you may have. Class teachers regularly discuss the children in their classes with our Inclusion Manager, Tessa Padel, however you are also welcome to come in to see her. Contact Tessa on 02083402352 or email [tpadel@staidansprimaryschool.org.uk](mailto:tpadel@staidansprimaryschool.org.uk)

### How does St. Aidan's know if children need extra help?

Children are identified as having SEN through a variety of ways, including the following:

- Concerns raised by parents about development, behaviour or progress
- Concerns raised by a teacher including behaviour or confidence which is affecting performance
- The child attaining below age expected levels or not making expected progress
- Through contact with external agencies E.g. the Speech and Language Service
- A health diagnosis through a paediatrician
- Discussions at home visits prior to joining the reception or nursery classes

### How will staff support my child?

Our Inclusion Manager oversees all support and the progress of any child requiring additional support across the school.

In class, teachers support children through consistently high quality teaching. Class teachers are aware of every child's specific and individual needs and plan teaching and activities to build on each child's starting points: this may mean that work is individually modified. Each teacher regularly monitors progress and identifies gaps in children's learning. Teachers adopt a range of teaching styles and employ a variety of practical resources and visual aids such as pictures and symbol to support all learners.

Interventions, specially planned teaching for small groups or individuals, are used where additional help with learning is required. They may be carried out in the classroom as part of the timetabled day or in an additional classroom or teaching area in the school. They

may be taught by a Learning Support Assistant (LSA) or a teacher. Most interventions are taught in small groups and most commonly focus on phonics, spelling, vocabulary, reading comprehension, social communication skills and maths. The duration and frequency of any additional support or intervention will be explained to parents when the support starts.

#### **What types of SEND does the school cater for?**

Currently there are 36 children on the SEND register, 11 with Education Health and Care Plans (EHCPs) and 25 at SEN support.

The Department for Education define 4 broad categories of need:

- communication and interaction;
- cognition and learning;
- social, emotional and mental health difficulties
- sensory and physical difficulties.

Some children at St Aidan's have conditions that have a specialist diagnosis such as: autism spectrum disorder (ASD), attention deficit and hyperactivity disorder (ADHD), specific learning difficulties (SpLD), developmental coordination disorder (DCD), hemiplaegia or visual impairment (VI). Other children also have attachment difficulties, emotional difficulties, hearing ipairment, language difficulties, working memory difficulties and global delay.

#### **How are the school's SEN resources allocated and matched to children's educational needs?**

We ensure that all children with special educational needs are provided for to the best of the school's ability with the resources available. Provision for children at SEN support is funded from the school budget on a needs basis. We currently have the equivalent of 2 full time LSAs delivering interventions to support children across the school. All other LSAs provide support to individual children as stipulated in their EHCPs. St Aidan's does not have any class based teaching assistants.

#### **How is the decision made about the type and how much support my child will receive?**

Your child's class teacher and our Inclusion Manager will discuss your child's needs and what support would be appropriate. Different children will require different levels of support in order to help them make progress and achieve their potential. The school identifies the needs of children requiring SEN support on the school Provision Map, which details all support given within school from Reception to Year 6. It is reviewed regularly and changes are made as required, so that the needs of children are met and resources are deployed as effectively as possible.

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

All teaching at St Aidan's is based on the Assess, Plan, Do, Review approach. If your child is receiving an intervention, progress is carefully monitored during and after the intervention. The progress of children with SEND is regularly monitored by the Inclusion Manager. Further action is taken and provision is discussed when children are not making the expected progress given their individual starting points and alternative provision may be put in place. In some cases, this may result in involvement from specialist external agencies. Every learner's progress is monitored by teachers, Inclusion Manager, Headteacher and Governing Body. Our school data is also monitored by the Local Authority and Ofsted.

#### **What if my child's needs cannot be met through the existing support available in school?**

If your child has needs that cannot reasonably be provided from the resources normally

available in a mainstream school, the Local Authority (LA) may carry out an assessment of their education, health and care needs and prepare an Education Health and Care Plan (EHCP). An EHCP is based on a thorough planning approach in which the child and family are at the centre of all decision-making. A panel of professionals from the LA SEN team decides whether the child's needs seem complex enough to require a statutory assessment. If agreed, the EHCP will outline the additional provision the child will need to make progress and, if necessary, provide the school with some additional funding towards meeting the costs. For school aged children, EHCPs are generally requested by the school however the process can be initiated by parents. The process for requesting an EHCP assessment in Haringey can be found on the Council's website.  
[www.haringey.gov.uk](http://www.haringey.gov.uk).

#### **How will I be involved?**

We believe that your child's education should be a partnership between you, the parents, and the school, therefore we communicate regularly with parents.

Your child's class teacher will meet with you at Parents' Evening during the autumn and spring terms to discuss your child's needs, support and progress. At the end of the academic year all parents are provided with a written school report and the opportunity to discuss the report.

Many children with SEND have an additional Learning Support Plan (LSP). LSPs are written near the beginning of each term following a meeting between the class teacher, learning support assistant (LSA), parents, Inclusion Manager and the child (where possible). Previous targets are reviewed and new targets and strategies are discussed and set in the light of progress. Practical strategies for ways you can support your child at home may also be discussed.

If your child has an Education Health Care Plan (EHCP), it will be reviewed annually with you and your child (where possible) to ensure it continues to provide the most appropriate support for your child.

#### **How will my child be involved?**

We believe that children should be involved in all aspects of planning and reviewing their progress. Children are involved in LSP meetings where targets are set and reviewed where appropriate. In between times each child works with the adults to monitor their own progress towards their targets.

#### **What specialist services are available at or accessed by the school?**

We work in partnership with a variety of external agencies depending on the needs of individuals within our school.

Services which regularly visit the school include:

Speech, Language and Communication Service (S&LT)

Educational Psychologist (EP)

Haringey Language and Autism Support Team (HAT)

School nurse

Visual Impairment team

The school can also refer children to services such as:

Child and Adolescent Mental Health Service (CAMHS)

Occupational Therapy (OT)

The school works closely with all professional services involved with a child such as the GP, physiotherapists, paediatricians and social services.

#### **What support will there be for my child's wellbeing?**

We are an inclusive school which welcomes and celebrates diversity. We believe that high self-esteem is important for children's wellbeing.

The class teacher has overall responsibility for the care of every child in their class, so this

should be your first point of contact. If further support is required, the class teacher will liaise with our Inclusion Manager for further advice and support. We have 3 members of support staff who are trained as Emotional Literacy Support Assistants (ELSAs). With parental agreement, a child can see one of the ELSAs for a weekly session to support the development of emotional literacy for a period of about 10 weeks. We also have a school counsellor, Molly Wolfe. Referrals to the school counsellor are made through the Inclusion Manager.

**What support do you offer to siblings of children with SEND?**

We consider the needs of individual children when planning support. Siblings of children with SEND have previously been supported by our school counsellor and Haringey Young Carers when this was thought appropriate by their parents and the school.

**What training have the staff supporting children with SEND had?**

All staff at St. Aidan's are involved in continuing professional development. We are a Communication Friendly School and all school staff have received comprehensive training communication and language development. All LSAs are involved in specific training relevant to their role. Some are trained to deliver specific interventions e.g. 1stClass@Number, Inference training, Talk About, Time to Talk, Talk Boost and phonics interventions. Staff also have training to support children with specific needs such as: fine and gross motor skills, sensory needs and specific learning difficulties. Our Inclusion Manager, Headteacher and one further teacher have all completed the National Award for SENCos. Another has completed training with the British Dyslexia Association.

**How will my child be included in activities outside the classroom including school trips?**

As an inclusive school our aim is that all children are included on school day trips and residential stays. We will make adaptations, consulting with you, to ensure that this is successful.

**How will the school prepare and support my child to join St. Aidan's? How will they be supported with the transition to secondary school?**

When admitting children with special educational needs or a disability, we will adapt our usual transition procedures to meet their needs, if this would be beneficial. This may include a phased transition to acclimatize them to their new surroundings, for example. We would visit them in their current setting if appropriate. We liaise closely with staff when receiving and transferring children to different schools, ensuring all relevant paperwork is passed on and all needs are discussed and understood.

When children are preparing for secondary school, we arrange additional visits for them to their new school, if appropriate. Whilst all children in Year 6 complete work on preparing for transition to secondary school, children with special educational needs or a disability may have an additional personalised programme which can involve working with a relevant external professional to ensure they are fully prepared for their transition.

**What other support is available for my child and our family?**

Haringey Council have a [Local Offer](#) which provides information on what is available locally for children with SEND and their families.

**What if I am not happy with the provision made for my child?**

We always encourage parents to come and talk to staff if they have concerns. In the first instance please talk to your child's class teacher or Tessa Padel (Inclusion Manager). If there are still concerns speak to the Headteacher, Anne Etchells, to resolve the issue. The school's Complaints Policy and Procedure can be found on the school website.

**Who can I contact for further information?**

If you are considering whether St. Aidan's would be a suitable school for your child contact Louisa Mildwater, our Office Manager, to arrange a meeting and tour of the school. If your child has a special educational need or a disability you can contact the Inclusion Manager, Tessa Padel, who will discuss how the school could meet your child's needs. Further information with regards to all aspects of SEND can be found in the Inclusion and SEND Policy, the Accessibility Plan and the Induction and Transition Procedure, available on our website.

**June 2019**

**To be reviewed June 2020**