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## **Support for children with special educational needs or disabilities**

We are very aware that parents who know that their child has, or might have, a special educational need or disability will want to understand what provision is available for their child at school. We have put together this document to help answer some of the questions you may have, although we always encourage parents to come and talk to us. For more information, please contact our Inclusion Manager, Sarah Shaughnessy on 02083402352 or email [admin@staidansprimaryschool.org.uk](mailto:admin@staidansprimaryschool.org.uk)

### **What is our 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 work hard to support every child in reaching their potential, despite any barriers they may have to learning. We strongly 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, Sarah Shaughnessy. Contact Sarah on 02083402352 or email [admin@staidansprimaryschool.org.uk](mailto:admin@staidansprimaryschool.org.uk)

### **How do we know if children need extra help?**

Children are identified as having SEND 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 is not reaching the expected levels for their age or is 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 use a variety of practical resources, strategies and visual aids such as pictures and symbols 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. These will be overseen by a class teacher and may be taught by a teacher or by a Learning Support Assistant (LSA). Most interventions are taught in small groups and most commonly focus on phonics, spelling, vocabulary, reading comprehension, social communication skills and maths. We will explain to you how often, and for how long your child will receive additional support.

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

Currently there are 39 children on the SEND register, 12 with Education Health and Care Plans (EHCPs) and 27 at SEND support.

The Department for Education defines 4 broad categories of need:

- a. Communication and interaction
- b. Cognition and learning
- c. Social, emotional and mental health difficulties
- d. 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), cerebral palsy or visual impairment (VI). Other children also have attachment difficulties, emotional difficulties, hearing impairment, language difficulties, working memory difficulties or global delay.

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

Pupils with additional needs are identified initially by classroom staff in conjunction with the SENCo/Inclusion Lead and SLT. A SEND SEF is completed annually and areas of strength and development are identified. The budget is allocated dependant on individual needs. Children with SEND needs may receive specialist support from TAs, a parallel curriculum or additional interventions. Support for the majority of SEND support pupils will take place within classrooms. Provision is allocated in line with specialist reports and as detailed on EHCPs.

### **How are decisions made about the type and amount of support for my child?**

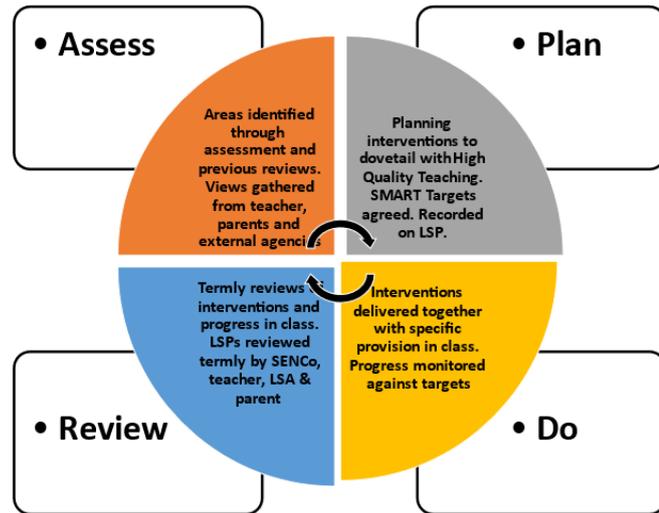
Your child's class teacher and our Inclusion Manager will discuss your child's needs and what support would be appropriate. Different children will require different levels of support in order to help them make progress and achieve their potential. The school identifies the needs of children requiring SEND support and matches them to the school Provision Map, which details programmes of support available within school from Reception to Year 6, and an Intervention Plan is drawn up. This is reviewed termly so that the needs of children are met and resources are deployed as effectively as possible.

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

All teaching at St Aidan's is based on the Assess, Plan, Do, Review approach:

- **Assess**  
Specific areas identified for development through assessment and previous reviews.  
Views gathered from teacher, parents and external agencies.

- **Plan**  
Strategic planning of interventions to dovetail with high quality teaching. Targets agreed and recorded.
- **Do**  
Interventions delivered together with specific provision in class. Progress is monitored against targets.
- **Review**  
Termly reviews of interventions and progress by the Inclusion Manager, teacher, LSA and parents.



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. If children are not making the expected progress given their individual starting points, alternative provision may be put in place. In some cases, this may result in involvement of specialist external agencies. Every child's progress is monitored by teachers, the Inclusion Manager, Deputy Headteacher, Headteacher and Governing Body.

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

If your child has needs that we cannot reasonably meet from the resources available to us at St Aidan's, we may, with your agreement, decide to ask the Local Authority (LA) for more support and ask the LA to carry out a more extensive assessment of your child's education, health and care needs. This is known as an Education Health and Care (EHC) needs assessment. It is a statutory (legal) process which has to be completed within a certain time.

If the LA agrees that your child seems to have significant needs and requires an EHC needs assessment, it will ask you and your child more about those needs and also ask a range of professionals to assess them. Once the LA has gathered all this information together, a panel of professionals will decide whether your child should have an Education, Health and Care Plan (EHCP) and, if so, what support your child will need. This may include additional funding for St Aidan's so that we can meet your child's needs. For school-aged children, EHC needs assessments are generally requested by the school but parents can also make their own request.

Details about how to request an EHC needs assessment in Haringey can be found on the Council's website: [www.haringey.gov.uk/children-and-families/local-offer/education-health-and-care-plans-ehcps](http://www.haringey.gov.uk/children-and-families/local-offer/education-health-and-care-plans-ehcps).

**How will I be involved?**

We believe that your child's education should be a partnership between you, the parents, and us, 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 methods of support are discussed and set in the light of progress. Ways in which you can support your child at home may also be discussed.

If your child has an EHCP, your child will also have termly LSPs but in addition, the EHCP 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 to work with children on their caseload include:

- Speech, Language and Communication Service (S&LT)
- Haringey Language and Autism Support Team (HAT)
- Occupational Therapy (OT)
- School nurse
- Visual Impairment team

We can also refer children to services such as:

- Child and Adolescent Mental Health Service (CAMHS)
- Educational Psychologist (EP)

We work 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 two 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. Referrals to the school counsellor are made through the Inclusion Manager.

### **What support is offered 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 training linked to specific areas of child development and approaches to learning. We are a Communication Friendly School and school staff have received



comprehensive training in communication and language development. All LSAs are involved in specific training relevant to their role. Some are trained to deliver interventions eg:

- 1st Class at Number;
- Inference training;
- Talk About;
- Time to Talk;
- Talk Boost;
- Shape Coding;
- 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?**

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 my child be supported joining the school and transferring from it?**

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 in the area for children with SEND and their families: <https://www.haringey.gov.uk/children-and-families/local-offer>

### **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 Sarah Shaughnessy (Inclusion Manager). If there are still concerns speak to the Headteacher, 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, Sarah Shaughnessy, who will discuss how the school could meet your child's needs. Further information



about our SEND procedures can be found in our *Inclusion and SEND policy*, *Accessibility plan* and *Induction and transition procedure*, available on our website or from the school office on request.

September 2023

To be reviewed: September 2024