

# Endsleigh Holy Child VC Academy



**ENDSLEIGH  
HOLY CHILD**

VC ACADEMY

SEND Statement 2021

## **School Statement**

We want all children at Endsleigh Holy Child to shine and to fulfill their maximum potential in all areas of their development: academic, social, emotional and spiritual. In order to ensure this, we aim to provide quality first teaching for all of our children whilst supporting children with additional needs through structured support and where necessary focused intervention. We have high expectations for all of our children and encourage them to take an active role in all areas of school life and therefore flourish.

## **School Information:**

Do you have a specialist designated unit/ additional learning support department? No

Total number of pupils with special educational needs and disabilities: 32

Total number of pupils with an EHCP (Education, health and care plan): 6

## **Broad areas of need that are supported in line with the Code of practice.**

Communication and Interaction

Cognition and Learning

Social, Emotional and Mental Health difficulties

Sensory and/or Physical Needs

## **Areas of support and experiences we currently offer to meet needs of children and young people with SEND:**

Quality first teaching is delivered to all children within Endsleigh. Where children are identified as having specific, additional needs, they are supported through targeted provision which may take place individually or within a small group. Alongside this, we work closely with a number of external agencies who provide advice and support to enable us to more sharply focus our targets and teaching.

Classes have timetabled support from highly skilled teaching assistants to ensure pupils are provided with support as and when needed throughout the school day. The teaching assistants are trained to deliver specific interventions of support in Phonics, Reading, Writing, Maths, Social Communication and well-being. Each intervention is highly structured to maximise impact and measure outcomes for each child. All support is overseen by the SENDCO Mr J Fox who works closely with the Inclusion Team.

We are supported by many additional services and have programmes in place from local services including involvement from IPASS, NHS speech and language therapists as well as outreach support from Northcott. Training has been provided to enable teaching assistants to effectively deliver Speech and Language Interventions while IPASS (Integrated physical and sensory support service) provide set programmes which support the needs of children with specific physical difficulties.

Mrs Hansley works with children who have social and emotional needs. If needed, children can attend our nurture groups and friendship groups, receive targeted support to explore and manage their emotions and have check ins.

The SENDCO regularly liaises with the outreach teams to plan targeted support for individual pupils and ensures that staff working directly with pupils have training which is updated regularly. Pupils with specific communication and interaction difficulties (Autism, Asperger's, and Global Delay) are supported by the school's speech and language therapist, IPASS and the outreach team from Northcott special school.

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## The aims of our SEND policy and practice:

- Provide pupils with special educational needs and disability with individualised programmes of support to ensure they make the best possible progress from their starting point.
- To ensure quality first teaching with targeted in class support through individualised learning targets that identify and support next steps in learning.

Question	Response
<p>What policies do you have for the identification and assessment of pupils with special educational needs or disabilities?</p>	<ul style="list-style-type: none"> <li>• SEND Policy</li> <li>• Accessibility and Disability Policy</li> <li>• Accessibility Plan</li> </ul>
<p>How will you evaluate the effectiveness of your provision for these pupils?</p>	<ul style="list-style-type: none"> <li>• Termly progress meetings – all teachers are involved and review the progress and next steps for each learner.</li> <li>• Half termly meetings take place with the school's inclusion team to review interventions and plan next steps.</li> <li>• Annual Reviews for all pupils with Educational Health and Care Plan.</li> <li>• Termly discussions between class teacher and parents to discuss support plans including targets, steps achieved and next steps in learning as well as support for school and home.</li> <li>• Cause for concern forms used to collate information showing areas of concern, strengths, amendments to current provision which are reviewed by the Inclusion Team and appropriate support/interventions timetabled</li> <li>• Baselines for children's starting points and then subsequent progress are carried out where appropriate</li> </ul>

Question	Response
<p>What is your approach to teaching these pupils?</p>	<ul style="list-style-type: none"> <li>• All children access quality first teaching within the classroom.</li> <li>• All children on the Special Educational Needs register have a personalised support plan linked to their individual needs which are regularly reviewed and updated. These targets are shared with the children alongside the clear recognition and celebration of their strengths.</li> <li>• Teachers, teaching assistants and the SENDCo work in partnership to update pupil passports through reviewing targets and setting the child's next steps on their learning journey.</li> <li>• All pupils are supported each week to work on their individual pupil targets highlighted in their passports. This may be through targeted support within the classroom or where appropriate, through the completion of a specific intervention.</li> <li>• Children who have social, emotional or mental health needs are supported by our Emotional Literacy Support Assistant (ELSA) Mrs Hansley.</li> <li>• Within the classroom, the curriculum is adapted to support the children whilst not putting a ceiling on their learning. This may be through additional adult support, scaffolded learning, specific resources, differentiated challenge or adaptations to their learning environment.</li> <li>• Pupils with dyslexia or other reading/ writing/ spelling diagnosed conditions will be provided with reading and writing overlays, as identified through a visual stress assessment. Where children have been identified as having Dyslexia, they may also take part in a specific intervention to support their needs.</li> <li>• Pupils with ASD may have adaptations to their learning environment, i.e. their learning space or an alternative space in which to work.</li> <li>• Learning environments are assessed yearly for ease of access and appropriateness for pupils with physical disabilities – access is adapted when and where needed.</li> </ul>
<p>What training is available to staff supporting children and young people with SEND?</p>	<ul style="list-style-type: none"> <li>• Phonic and Reading intervention training is given to all teaching assistants working with a specialist programme of support.</li> <li>• Teaching assistants liaise with the SENDCo to ensure information sharing is key to pupils' success and achievement.</li> <li>• All teaching staff are trained on an annual basis with key messages, changes in SEND law and policy.</li> </ul>

	<ul style="list-style-type: none"> <li>• The SENDCo attends regular Trust and City-wide network and training meetings and disseminates information to teaching staff and teaching assistants as appropriate.</li> <li>• Teaching assistants working with pupils are given regular support and training where required from the speech and language services looking at the use of PECS (picture, exchange programme) and social communication programmes. Training is continuous and changes over time as the pupils develop.</li> <li>• Support is given to staff from Northcott Outreach for working with specific children.</li> </ul>
<p>What specialist services and expertise are available or accessed to support these pupils?</p>	<p style="text-align: center;"><b>Services Include</b></p> <ul style="list-style-type: none"> <li>• Educational Psychologist Service</li> <li>• Northcott Outreach Support</li> <li>• NHS Speech and Language therapist service</li> <li>• IPASS – Integrated Physical and Sensory service</li> <li>• Whitehouse/Bridgeview Outreach Support</li> <li>• KIDS – Parent Partnership</li> <li>• School Nursing Team</li> <li>• Health Visitors</li> <li>• Early help teams</li> <li>• Headstart</li> <li>• Early Years SEND team</li> </ul>
<p>What activities are available for these pupils, outside of the classroom?</p>	<ul style="list-style-type: none"> <li>• Children are encouraged to take an active role in pupil leadership within school including, but not limited to, school council, classroom monitors, peace makers and digital leaders.</li> <li>• Any extra curricular clubs are open to all children</li> <li>• Cushion club (nurture provision) is available during lunch time</li> </ul>

Question	Response
<p>How will we prepare and support these pupils when transferring to a new school?</p>	<ul style="list-style-type: none"> <li>• Parents, teachers and pupils are invited to attend transition meetings</li> <li>• Year 6 teachers, SENDCo and Transition Lead from secondary school meet to transfer important information</li> <li>• Transition to new classes will be in a time frame that is suitable for each child's needs</li> <li>• Secondary transfer support for children in Year 6 including early transition when appropriate</li> <li>• Transition documents between each year group, each school for children with ASD, Global delay and emotional well-being needs.</li> <li>• Longer supported transition for those children entering school for the first time in September to Reception with additional identified needs.</li> </ul>
<p>How will parents/ carers be involved in discussions about, and planning for, their child's education?</p>	<ul style="list-style-type: none"> <li>• Pupil passports are used to gather information about pupils, parents, support and medical needs</li> <li>• Support plans are discussed with pupils and parents as part of our termly meetings</li> <li>• Meetings with the SENDCo</li> <li>• Person centred planning meetings to complete plans, annual reviews and significant changes in a child's needs.</li> </ul>
<p>How will children be involved in discussions about and planning for their own education?</p>	<ul style="list-style-type: none"> <li>• Children are consulted when writing support plans to enable them to identify their strengths but also to share what it is they feel they need support with</li> <li>• Pupil passports</li> <li>• Support plan targets are discussed with the children</li> </ul>

Question	Response
<p>What support will there be for my child's/young person's overall well-being?</p>	<ul style="list-style-type: none"> <li>• The well-being of all of our pupils is of utmost importance to all staff at Endsleigh Holy Child. They are supported with their social and emotional development throughout the school day, through the curriculum and extracurricular activities.</li> <li>• Personal, Social and Health Education (PSHE) are integral to our curriculum and are also taught on a weekly basis through our 'Jigsaw' Programme.</li> </ul> <p>Well-being is further supported through the delivery of the Relationships and Sex Education Programme: Life to the full</p> <ul style="list-style-type: none"> <li>• Additional support from specialist staff is arranged as needed for individual pupils, both in and out of the classroom.</li> <li>• Our Behaviour policy and supporting Handbook which includes guidance on expectations, rewards and sanctions is in place and is used by all staff</li> <li>• We regularly monitor attendance, support pupils returning to school after absence and take the necessary actions to prevent prolonged unauthorised absence.</li> <li>• Relevant staff are trained to support medical needs and in some cases all staff receive training. We have a medical policy in place</li> <li>• Pupils' views are sought through school council and other forums, such as Pupil Voice.</li> </ul>
<p>How are the school's resources allocated and matched to children's special educational needs?</p>	<ul style="list-style-type: none"> <li>• Our finances are monitored and audited regularly, and we utilise resources to support the strategic aims of our setting as well as individual learner needs. The funding may therefore be used to put in place a range of support strategies. We seek to ensure a 'value for money' service, therefore all interventions are costed and evaluated.</li> <li>• The school will use its SEN funding in the most appropriate way to support your child. This support may include some individual or small group work supported by an adult, but this may not always be the best way to support your child.</li> <li>• SEND funding may also be used to purchase specialist equipment or support from other specialist support services etc.</li> <li>• SEND funding may also be used to purchase subscriptions and access to online support programme or staff training to ensure that all staff are skills in delivering targeted support to meet your child's needs.</li> </ul>



	<ul style="list-style-type: none"><li>• There are regular meetings to monitor the impact of interventions and SEN provision and the Governing body is kept informed of funding decisions.</li></ul>
Who can I contact if I need further advice or support	<p>In the first instance, you should speak to your child's class teacher.</p> <p><b>Special Educational Needs or Disabilities contact details:</b></p> <ul style="list-style-type: none"><li>• SENDCo name: Mr J Fox</li><li>• Contact Telephone number: 01482 853203</li><li>• Email: <a href="mailto:admin@ehchull.org">admin@ehchull.org</a> FAO Mr J Fox</li></ul> <p><b>Interim Head of School contact details:</b></p> <ul style="list-style-type: none"><li>• Mrs. A Bentley</li><li>• Contact Telephone number: 01482 853203</li></ul> <p>Email: <a href="mailto:admin@ehchull.org">admin@ehchull.org</a> FAO Mrs. A Bentley</p>