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# SEN Information Report

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St Dunstan's RC Primary  
School

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January 2021

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**Article 23 - A child with a disability has the right to live a full and decent life with dignity and independence, and to play an active part in the community**

For further information contact:

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Mrs G Eccles – Head Teacher

Follow the following link for more information from the LA

<https://hsm.manchester.gov.uk/kb5/manchester/directory/localoffer.page?localofferchannel=0>

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Date Policy Approved:	
Date Endorsed by Governors:	
Date of Next Review:	

## Mission statement

“We journey with Jesus beside us.”

And this means-

We have the encouragement and strength we need to achieve our goals and make good choices

We make everyone feel appreciated and treat each other with kindness and respect

We love God and others and know God’s love for us is everlasting

Our mission statement underpins everything we do in school and, in particular, the way that we behave towards each other throughout our school and the wider community.

## Rights Respecting School

In 1989, governments across the world promised all children the same rights by adopting the UN Convention on the Rights of the Child. The Convention says what countries must do so that all children grow as healthy as possible, can learn at school, are protected, have their views listened to, and are treated fairly.

Our children are taught what their rights are and what they mean as part of our curriculum, whilst understanding that no right is more important than another.

## Nuture Principles

The nurturing approach offers a range of opportunities for children and young people to engage with missing early nurturing experiences, giving them the social and emotional skills to do well at school and with peers, develop their resilience and their capacity to deal more confidently with the trials and tribulations of life, for life.

1. Children's learning is understood developmentally
2. The classroom offers a safe base
3. The importance of nurture for the development of wellbeing
4. Language is a vital means of communication
5. All behaviour is communication
6. The importance of transition in children's lives

## **Teaching and Learning**

*Article 28 - Every child has the right to an education*

*Article 29 - Education must develop every child's personality, talents and abilities to the full*

*Children's learning is understood developmentally*

***At St. Dunstan's we believe that provision should begin with Quality First Teaching. Wherever possible children will be educated in the mainstream classroom and will have additional support and personalised education plans put into place as required. We will assess the needs of every individual child across our school and ensure that provision is suitable to their needs and ensures that they are able to make progress.***

We achieve this through

- Every teacher being qualified and trained to a high standard to be able to consistently deliver a high level of learning for each child. This is monitored on a regular basis by the head teacher and senior leadership team members.
- Every key stage has at least 2 teaching assistants (TAs) working under the direction and close supervision of the class teacher and key phase leader. In the morning TAs either work supporting small groups of children in the classroom or on a 1-1 basis. In class they support children to access differentiated learning set by the teacher, they can provide opportunities for additional practice and explanation of new skills and knowledge, reinforce the learning in the lesson, help children understand and learn new vocabulary and concepts. Individual Provision maps or One-page Profiles are created for children who require them so that high quality learning at a suitable level can take place that supports and challenges individual children.
- Where applicable individual creative timetables are created that match the needs of the child. These allow for specialist support to be used appropriately and for the needs of the individual to be best supported through all resources available in school not only in their base classroom.
- If additional funding is allocated to a child through an Education, Health and Care Plan (EHCP), funding may be used to employ a TA to work specifically with this child. If we think your child needs additional support from a TA on a regular basis, we will tell you. If your child had TA support in another school or setting, we would like you to tell us.
- Our SENCO has been trained and awarded the 'National Award for SEN Coordination' through Manchester Metropolitan University (2012). She has completed online training modules in supporting children with ASD, Behaviour support, Dyslexia, Speech language and communication and motor coordination difficulties.
- TAs are included in a wide range of in school staff INSET to enable them to deliver consistent provision alongside teachers and independently.
- Suitable resources have been purchased and implemented across the school to enable access to the curriculum for all pupils.

- Where there are specific needs for children we will ensure that either training or specialists are brought to the school to ensure that provision is of the highest possible quality
- During SATs and other internal tests, reasonable adjustments are made for pupils with additional needs. Where needed the SENCO along with the assessment coordinator will apply for additional time, use of a scribe/reader for Key Stage 2 SAT's.

## Annual Reviews

***At St Dunstan's we regularly review the support and provision that is in place for every child. This involves regular reviews and discussions with children, parents and staff and external agencies to ensure that the provision we offer is of the very highest quality and standard for every child. All statutory paperwork is updated regularly and internal documentation is used on a regular basis to ensure smooth transition between classes and schools.***

- Children who have an EHC Plan are reviewed annually in a formal meeting. Parents are invited to attend this meeting along with other professionals who have been involved with the child. At the end of year 5 a member of the local authority SEN team is invited to attend. The child's views about their education are always sought and if appropriate they may attend a part of the review.

## Health (including Emotional Health and Wellbeing)

### *3. The importance of nurture for the development of wellbeing*

***At St Dunstan's we do not believe that any medical condition should be a barrier to a child's learning. We have a policy that supports children with medical conditions in place (see supporting children with medical conditions) and we work closely with families to ensure that we offer support and provision in a well-planned and considerate manner. We ensure that staff have up to date and relevant training and that all are comfortable supporting the needs of every child in their class and in our whole school community.***

- We are happy to support children with medical needs and will make reasonable adaptations to support children's particular needs.
- All prescribed medication is administered by a member of staff; once it has been signed in by a parent at the office and all relevant paperwork has been completed by parents and signed by the headteacher (see supporting children with medical needs policy).
- Where a child has a medical need that requires a care plan, in conjunction with parents, we would seek advice from the medical agency involved e.g., epilepsy nurse and together produce a care plan which would be reviewed either annually or sooner if required. Appropriate training would be given for key staff to ensure the day to day running of the care plan.
- In the case of a medical emergency the school would dial 999 and request an ambulance to attend, Parents will be informed as soon as possible. The school has a number of paediatric trained first aiders who would attend to the child until appropriate medical support arrived.

- School has close working relationships with a large number of outside agencies and where training or support is needed school will endeavour to facilitate this training at the earliest opportunity.

## Keeping Children Safe

*Article 19 – Every child has the right to be safe and free from all forms of harm.*

### *2. The classroom offers a safe base*

***At St Dunstan's the safety of our children is paramount to us all. We constantly assess the risks that may be present in our school and in our local vicinity and we ensure that we are adapting and changing to the needs of all our children and to our community. This involves having close working relationships between school, families and the wider community.***

- School trips are an important element of our curriculum. These are very carefully planned and integrate with the taught curriculum in school to offer the opportunity of the widest possible learning opportunities. Every trip or visit is organised by the class teacher and agreed with the Head teacher. A clear risk assessment is carried out and we ensure that all children can access the trip safely.
- At the beginning of the day 8.45am, a member of SLT will open the gates to greet parents and children. Children in years 3-6 walk into the key stage 2 playground where staff members are on duty to supervise the children. Children in years 1 and 2 are welcomed onto the key stage 1 playground by staff at 8.55am parents are welcome at this point to leave their children under the supervision of the staff members. Parents of children in EYFS need to ensure that they handover their child to staff on the EYFS playground. At the end of the day, members of staff handover the children to an authorised adult, this is to ensure the safety of our children.
- Covid Update 2020 – At the beginning of the day 8.45am, the Headteacher and a member of SLT open the gates to greet parents and children. All children currently enter their classrooms through either their classroom doors or a joint door (Years 3 & 4 via outside side door, Year 6 via fire doors on the drive).
- Changes to the normal arrangements at the start and end of the school day can be planned for on an individual need basis. These would be arranged through the SENCO or Head Teacher. These changes could include; children using the main entrance rather than the playground, children entering school slightly earlier in order to be settled for learning when their class arrive or a named staff member greeting the child on the playground.
- If children are not picked up from school on time, suitable provision for care of the children will be put into place and a telephone call made to parents. Whilst St Dunstan's recognises that on an individual basis it is unavoidable, being persistently late to pick up children will lead to a meeting with the Head teacher to resolve the situation in the best interests of the child and family.

- During lunch and play times, children are well supervised by lunchtime organisers, Tas and teachers. At lunchtime, St Dunstan's offer a variety of structured sport activities for children to take part in if they wish too.
- Changes for lunchtime supervision can be planned for on an individual need basis. These would need to be arranged through either the SENCO or Head teacher. These changes could include; a named staff member on duty for a child or a carefully planned timetable of activities with a named staff member.
- Any issues that occur at lunch and playtimes are dealt with in accordance with the behaviour policy. There is an established system at the end of break and lunchtimes to ensure that children leave the playground and enter school safely and quickly.
- All issues related to behaviour (including bullying) are dealt with in accordance with our School Behaviour Policy Should any parent have concerns about behaviour in school they should initially speak to their child's class teacher or the Head teacher. Teachers are advised to record any behaviour incidents on CPOMs.
- School policies can be found on the website, but if a hard copy is required please contact the school office and one will be sent out to you.

### **Communication with Parents.**

***At St. Dunstan's we believe that effective communication with parents is vital to establishing a positive home – school partnership. We strive to ensure that we are always available to deal with any issues that families have and that we are pro-active in dealing with any issues that may arise for any of our children.***

- We have a text messaging system that sends a message directly to parents, so the news gets to you quickly.
- Teachers regularly display any important news or updates on the class room windows and doors.
- Teachers and staff members are available at the beginning and end of the day to speak to parents or pass on any messages.
- During each term there is a parent/teacher meeting, this is an opportunity to meet your child's teacher and to discuss their progress.
- Annual school reports are sent towards the end of the summer term. These clearly show your child's progress level to date and show your child's attainment level against age related expectations.
- Parents are invited to leave feedback regarding communication and any other issues with school at parent's evenings. We endeavour to respond quickly to any issues you may have.
- Parents can also contact their child's teacher via the school office if there are any concerns or issues.
- In some individual cases the SENCO will be introduced to families and regular meetings will be held with these families around the needs of the child.
- Parents are welcome to contact the SENCO at any time via the school office to discuss any concerns they may have.

## **What help and support is available for families?**

***At St. Dunstan's we strongly believe in supporting parents and family in all aspects of education. We try to support parents the best way we can in school, this can be by offering support and help with understanding and completing paperwork. At other times we need to be aware of support and services that are available for our families in the local area in order to be able to signpost efficiently.***

- St. Dunstan's employs a Parent support advisor (PSA) who will support parents to complete paperwork and signpost parents to the correct support agencies.
- The SENCO will offer support and advice to parents when completing statutory paperwork or provide contact details for parent partnership who will provide support for parents of children with complex needs.
- School work closely with outside agencies to ensure that we are aware of appointments for children and families to enable us to support families in being able to attend these and access all services that are available to them.
- If a parent informs school that they require support in getting their child to school, we will endeavour to contact the most appropriate outside agencies.
- Attendance meetings are held with the Head Teacher and PSA to support parents who are struggling to get their children to school.

## **Transition to High School.**

### ***6. The importance of transition in children's lives***

***At St. Dunstan's we have very strong links with our partner school St. Matthews. The children are fully supported in their transition to their new school and they have a wide range of opportunities to visit and experience the school before beginning to attend.***

- Children begin to experience their transition to high school in year 5 when taster lessons are organised between our schools.
- Regular trips to high school begin in year 6 summer term, whereby children will experience taster days.
- Where we recognise that there will be some additional needs for transition in the school we ensure that we have regular contact and meetings with the new school and offer support for families and the new school in ensuring that the transition process is as smooth as possible.

## **Working Together.**

***At St Dunstan's we are proud to be part of our local community and we encourage our children to be ambassadors for our school everywhere they go.***

- Parents are encouraged to become members of the Governing Body. We have two parent governors at the moment.
- We have a children’s chaplaincy team who lead prayer and worship in school.
- Parents are always welcomed into our school. There are regular opportunities to speak to the Head teacher and teachers are also available every day for parents to speak to. Parents are encouraged to speak to us about any of their concerns – or equally anything that they are proud of from their children.
- Families are offered excellent support and advice from our parent support advisor (PSA) who can offer support, advice or signpost families to the correct support agency.

## **Extra-Curricular Activities**

*Article 31 - Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.*

### *3. The importance of nurture for the development of wellbeing*

***At St Dunstan’s we believe that extra-curricular activities are an important part of a child’s school experience. Extra-curricular activities provide children with the opportunities to develop and embed teamwork and sportsmanship; give children the opportunity to reinforce learning and to develop social skills in a fun environment.***

- We offer a variety of after school clubs which include sports, forest school, and booster sessions. These are run by either teachers, TA’s or outside agencies. A small charge is made for these sessions, parents are informed of these clubs via letter before the club commences.