



# EMMAUS



## Catholic and Church of England Academy

### Contact details

#### SENCO (Special Educational Needs Co-ordinator)

Mrs Webster's working days: Monday – Thursday (Assistant Headteacher and SENCO)

Miss Smithson's working days: Monday – Friday (Monday – Wednesday as SENCO)

#### SEN Governor

Mrs Murten

SENCO's and the governor can be contacted via the school office.

### Overview of Educational Provision

Emmaus Catholic and Church of England Primary School is a joint denomination school. It is a larger than average primary school, educating children aged 5-11 years. Emmaus Catholic and CofE Primary School also provides a Foundation Stage 1 (Nursery) class, providing preschool education for children from the term after a child's third birthday. Attendance at the nursery does not automatically give parents admission to the school. Within school, we have 3 mixed year-group classes (Y1/2, Y3/4, Y5/6) again these are arranged mostly by date-of-birth.

### Ofsted

Good (September 2023)

### Provision

Emmaus Catholic and Church of England Primary School is a mainstream school that supports children with their Education, Health, Social Care and Preparing for Adulthood. Our school primarily supports (or has supported) learners with

- ADHD/ADD
- Social communication difficulties including Autism
- Behavioural, Emotional or Social difficulties
- Hearing impairment
- Medical needs or long-term illness
- Specific, Moderate, or Severe learning difficulties
- Speech, language and communication needs
- Waiting for a diagnosis

We have a specialised Hub for children with complex SEND needs. This focuses on Speech and Language, Social development, Emotional development and Physical skills. This has a Teacher and two teaching assistants.

We have a Nurture provision in the afternoon, a teaching assistant runs this. In the Nest, the children focus on their social, emotional and mental health.

### Identifying learners of SEND

Children are identified as having SEN by the class teacher, they look at the child's attainment against age-related expectations and the child's progress over a period of time

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following targeted intervention or their behaviour. Class teachers adapt their planning accordingly for SEN pupils. Where further provision is needed to help a child progress, a specific intervention programme delivered by a suitably trained Teaching Assistant, is put in place to target a child's difficulties or delay.

Following on from this if a child's difficulties require further investigation, the SENCO (Special Educational Needs Co-ordinator) will speak with the parents and discuss concerns. We may decide to refer a child to more specialist professionals. These can include the Learning Support Team (Fusion), the Early Years Team (0-5 team), an Educational Psychologist, Speech and Language Therapist, the Autism Team. The school also assists in referring children to their own GP for ADHD or Autism assessment at Ryegate Children's Hospital or via the Right to Choose. We can also refer to CAMHS team (Children and Adolescent Health Service.)

We recognise that all children learn at their own rates and is not always a steady linear pattern. If your child is identified as needing SEN support, we will discuss this with you and place them on our SEN register. This allows us to carry out further assessments and ensure the child has their statutory SEN reviews.

Concerns are monitored and reviewed by the class teacher and SENCO following the graduated response.

If a child has complex SEN needs, the SENCO will have a discussion with the parent about moving them onto an Extended Support Plan. These children are identified with more than one area of need and are Level 4 or 5 on the Sheffield Support Grid.

### **Children in our school with SEND**

SEN support – 90 children  
Extended Support plan – 11  
EHCP – 14

Our Hub provision has 8 children from FS2 to Year 1. The children receive a bespoke curriculum which focuses Speech and Language, Social development, Emotional development and Physical skills, alongside access to outdoor provision and continuous provision.

### **Accessibility Details**

Emmaus Catholic and Church of England Primary School is based in one building, located over two floors. The school provides wheelchair access (ramps and lift.) The school has disabled toilets. The playground is secured by a perimeter fence, access is only given into school through an intercom connection with the school office.

Visual Aids are created and used by class teachers for SEN children. Sensory boxes are created for the necessary children.

The children eat altogether in the dining hall, with midday supervisor supervision. Our Hub children eat in the Hub alongside Midday supervisors, and teaching assistants. They play outside in the reception play area.

### **Consulting with children in their learning**

We use Support Plans, Extended Support Plans and EHCPs to assess, plan, do review each child's needs and provision. The children are asked for their opinions of what is working well, what things they used to help them and concerns in the SEN reviews. We use visuals or observations where needed to gain their views.

### **Adaptations to the curriculum for learners with SEND**

The SENCO, in collaboration with the class teacher, will oversee and plan the education programme for a learner with SEN. Class teachers are aware of the need to

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adapt the activities for each lesson. Every lesson must be planned with an activity for some of our SEND children to encourage independence. For some of our SEND children, they are assessed through the Birmingham Toolkit. These are a set of targets with smaller goals to see small steps of progress.

The school creates, manages and changes Teaching Assistant timetables to support SEN learners.

Interventions include:

- Speech and Language (VIP, NIP, key word vocabulary, speech sounds)
- Reading, Writing and Maths boosters
- Birmingham Toolkit targets
- Daily reading

### Assessing and reviewing

Teachers use whole class assessments to see progress and monitor achievements. Where necessary, children may receive a test of a lower year group as this is the year group they are working at. Teachers have termly pupil progress meetings to discuss children's needs and what provision they need in the next term.

In KS1 and KS2 we use the Birmingham Toolkit to break the learning down into smaller steps for some children who are working significantly behind their age.

Children in our Hub have an assessment which ranges from 9 months upwards. We have worked with the Rowan special school to create this assessment.

For all children on the SEN register, we follow the Graduated response and assess, plan, do and review termly. The termly review process allows for school, parent and child views to be gathered and allows for all stakeholders to discuss successes together.

If it is felt that a child's need is escalating or that they require additional provision, we follow the Local Authority SEND processes – these include panels of SEND professionals who will consult on and quality assess EXSPs with a view to changing provision or requesting an assessment for an EHCP.

### Involving Parents and Carers

Emmaus Catholic and Church of England Primary School provides SEN reviews termly with parents. They are invited into school or parents can choose to have a phone call or online zoom meeting to discuss their child's progress and needs with the class teacher and SENCO. Parents Evenings are held twice times a year.

The SENCO encourages parents of SEN children to maintain positive, open communication with the school throughout the year. The SENCO's are available for informal discussions at the beginning of the day or home times. An interpreter would be used for parents whose first language is not English.

### Wellbeing

Emmaus Catholic and Church of England Primary School provides support for the social and educational wellbeing of learners through the celebratory assemblies, circle time in class and access to a small social skills group. This group addresses a range of issues with a small number of children, sometime one-to-one. Children who display anxiety in school are well-supported by the class teacher and highly-skilled Teaching Assistants. The Teaching Assistant play a pivotal role in supporting SEN children in a range of areas, from academic attainment to social interaction with peers and physical disability.

### Behaviour Support

Behaviour is managed through a positive reward system, involving stickers for the 4Cs which lead to gaining badges. A weekly certificate assembly also promotes positive behaviour in and around school.

When necessary, a child can be placed 'on daily report.' This may occur if a child's behaviour needs monitoring by a member of the Senior Leadership Team, over a period of time deemed necessary to see an improvement. Reflections at break time are also used as a

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behavioural sanction alongside a restorative conversation; children can miss half a playtime or a full playtime. In some instances, a child can be made to work in isolation, removed from the classroom and away from their peers. Extreme behaviour is dealt with by exclusion from the school by the Headteacher, for an agreed period of time

### **Ensuring learners with SEND are included in non-classroom based activities**

All learners are able to access all activities in school. Class teachers and Teaching Assistants do their utmost to adapt activities and their environment to ensure inclusion. Parents may be asked to attend school trips, if it is deemed necessary on the grounds of health and safety.

We offer a breakfast club in a morning, parents can either pay or stay with their child, this is free. We provide afterschool clubs and a wrap around care from MASK.

### **Transition**

Settling in days are offered to nursery children (F1) and transition sessions are held as children enter Reception (F2.) Children visit their new class teacher and classroom prior to the start of the academic year to familiarise themselves. Class teachers are given the opportunity to discuss new class members' SEN needs with the former class teacher and the SENCO. They also have access to any reports written about SEN children. Children are grouped into classes according to date-of-birth.

When children leave Emmaus Catholic and Church of England Primary School, the majority of children, including those with SEN, move onto a mainstream Secondary School setting. A structured transition process between Primary School teachers and new Secondary School teachers occurs to ensure children settled quickly into their new educational setting. A very small number of SEN children may leave Emmaus Primary School to attend an Integrated Resource or Special School.

### **Training**

We ensure that children have access to a wide range of training throughout the school year. The SENCO will plan training in school or direct teaching assistants or teachers to book onto training sessions through the Autism team, Speech therapy, Fusion or through Learn Sheffield.

### **Arrangements relating to complaints from parents**

School has an open door policy every morning parents are encouraged to first speak with the pupil's class teacher or teaching assistant. Alternatively, families are able to speak with a member of the Inclusion Team or Senior Leadership Team as required. Parents/carers are also able to contact the schools governing body contact details can be found on the school website.

### **Information on where the local authorities Local Offer is published**

A link to the schools' and Local Authority's Local Offer can be found on the school's website. To locate the Local Authority Offer follow;

<http://www.sheffielddirectory.org.uk/kb5/sheffield/fsd/homepage>

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