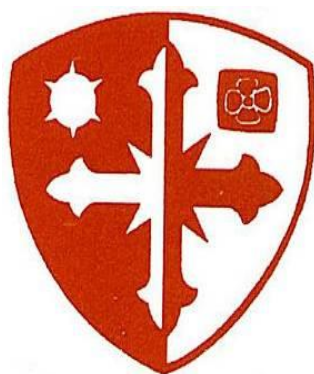


# **SEN Information Report**

## **St. Mary's CE Primary Albrighton**



***'Trust in the Lord and Flourish.'* (Proverbs 11:28)**

**November 2019**

**SENCo – Miss D Jenkinson**

**Approved by:** FGB

**Date:** 13<sup>th</sup> November 2019

**Next review due by:** November 2020

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### 1. Aims

Our SEN information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN).
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN.

### 2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

### 3. Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

## **4. Roles and responsibilities -**

### **4.1 The SENCO**

The SENCO Miss.D. Jenkinson will:

- Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

### **4.2 The SEN governor**

The SEN governor will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

### **4.3 The headteacher**

The headteacher will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

### **4.4 Class teachers**

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching

- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow the SEN policy

## **5. SEN information report**

### **5.1 The kinds of SEN that are provided for**

St. Mary's CE Primary School is a mainstream school which is able to support pupils with SEND, including:

- Medical needs: E.g. epilepsy, asthma, diabetes, short term medical conditions. Staff receive training as necessary for different medical needs. A Care Plan may need to be completed for more complex medical needs with parents and a Risk Assessment may be carried out.
- Physical Needs: We have a disabled toilet, wet room and changing facilities. We have access to the Physical Disabilities Support Service (P DSS) to give advice and support as necessary. As a school, we are also happy to discuss individual access requirements.
- Educational needs (including communication, interaction, cognition and learning):
  - These can include, for example, identified learning needs, such as: Dyslexia;
  - Dyscalculia; Dyspraxia; Speech, Language and Communication needs; Autism,
  - Asperger's Syndrome. We also provide support for children who have difficulties with aspects of Literacy, Maths and Communication.
- Social, Emotional and Mental Health difficulties: There are a number of Pastoral systems in place for children and their families who need support. We are happy to discuss needs on an individual basis.

### **5.2 Identifying pupils with SEN and assessing their needs**

Class teachers are responsible for supporting pupils with SEND within their classrooms. There is a rigorous monitoring and assessment system in place at St. Mary's, which is monitored and reviewed by SLT (Senior Leadership Team) and school Governors. This may show that a child is not making their expected progress, or that they are working at a level well below that of their peers.

Class teachers use information from their assessments and monitoring to help to inform their planning and show when adjustments may need to be made for particular pupils. Concerns may also be raised by parents/carers, which will be taken seriously by school. At this point support would be given based on the 'Assess, Plan, Do, Review' cycle. This is known as the 'Graduated Response'.

- Assess - a child would be assessed in a number of ways, which may include: teacher assessment; standardised testing; individual assessment (such as phonics screening).
- Plan - the teacher will plan for support.

- Do - extra support will be given, which may include: intervention groups; small group work; individual support programs.
- Review - the teacher will review any progress made to determine if the child needs any further support.

A child may be placed on the school's SEND Register, in order to closely monitor and plan for their access to the school curriculum. We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs. Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

### **5.3 Consulting and involving pupils and parents**

St. Mary's actively seeks parent's involvement in school through regular contact via newsletters and the school website. Parents are welcome to e-mail the school office or Headteacher for advice or support.

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and shared with parents. We will formally notify parents when it is decided that a pupil will receive SEN support.

For children who have an Education, Health and Care Plan parents will be invited to be involved in the Annual Review Process. Parents are invited to contribute to pupil's PCP's. Where it is appropriate to bring together a number of different specialist services who are involved with a pupil, parents may wish to work with school to arrange an 'Early Help' meeting. Parents are also invited in termly to contribute to and discuss children's PCP's.

#### **5.4 Assessing and reviewing pupils' progress towards outcomes**

St. Mary's follows the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class teacher will work with the SENCO and where relevant external providers to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed termly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

#### **5.5 Supporting pupils moving between phases and preparing for adulthood**

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

At St. Mary's, we have an induction program for children joining us in the Early Years. This involves short visits for children and induction meetings for parents.

For children joining us in other Year groups, we support children and parents through transitional visits so that children can meet their new teachers and classmates. For some children, it is helpful to make a 'transition book'. Visits are sometimes made to other schools and information is always sought from previous settings so as to make the transition process as comfortable as possible for all children and parents.

There are close links made with receiving High schools for when children leave us at the end of Year 6. Staff meet with Secondary school staff and school Senco's meet in order to make sure that the new schools have all the information that they need. When appropriate, extra visits can also be made to the receiving Secondary schools.

#### **5.6 Our approach to teaching pupils with SEN**

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

Whole school Provision mapping shows what types of support are available for children with SEND at St. Mary's. It is constantly under review due to the changing needs of children in school. St.Mary's SEN local offer can be found at <http://www.stmarysalbrighton.org.uk/>

Shropshire Council also has details of its Local Offer which can be found at - <https://www.shropshire.gov.uk/the-send-local-offer/> The SEND local offer is a single place for information, services, and resources for children and young people aged 0-25 with special educational needs and/or disabilities, their families, and the practitioners who support them.

SLT (Senior Leadership Team) determine how much TA (Teaching Assistant) support will be available in each classroom on a needs basis.

TA's and teachers are also made available to run intervention programs and support programs throughout school. Class teachers are able to request support for children in their class who may benefit from accessing these groups.

For children who meet certain Local Authority criteria, it may be possible for school to apply for additional funding which could result in extra 1: 1 funding for your child. In such cases, we are happy to discuss the funding criteria on an individual basis.

### **5.7 Adaptations to the curriculum and learning environment**

The Equality and Accessibility Plan was updated in January 2017 and this outlines the arrangements we make for the admission of disabled pupils and steps we take to ensure that these pupils can access school life and are not treated less favourably than other pupils.

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have, or may have SEND. The curriculum will be adapted to meet the 'level' that each child is working at. This may involve: providing work at a lower 'level'; allowing a child to work at a slower pace; ensuring there are opportunities for over-learning; using different teaching techniques (often more practically based); having access to specific resources.

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

### **5.8 Additional support for learning**

At times, a child may experience difficulties which would benefit from expert advice and support. St. Mary's is able to access a number of specialist services for children. Any outside agency involvement would only be done in conjunction with complete agreement from parents/carers. Following the New Code of Practice, we have reviewed our intervention support and this now takes in half termly blocks. TA's have been deployed to focus on these interventions according to their expertise rather than as general classroom support. Outside agencies have also supported interventions.

Support on offer includes:

- a) Literacy support
- b) Phonics Support
- c) Chirpy Chatter (Speech and Language.
- d) Numeracy support
- e) Nurture Groups.
- f) Accessed transition support through CAHMS.
- g) Woodlands Transition Support.
- h) 1 to 1 tuition.

The new code of practice emphasises that all teachers are teachers of SEND pupils. Some of the services who support children in school include:

- Woodlands Outreach.
- Completion of an EHAF.
- Speech and Language Therapist.
- Sensory Inclusion Team.
- Occupational Therapist.
- Educational Psychologist
- Local G.P. surgeries'
- School Nurse
- Occupational Therapy
- Physiotherapy
- Physical Disabilities Support Service
- SENSS (Special Educational Needs Support Service)

The school Senco is able to refer children to some of these agencies on behalf of parents. Other services, such as Occupational Therapy, can only be accessed via a referral from a G.P. The school Senco is able to advise parents on the different agencies, referral criteria and procedures as necessary.

## **5.9 Expertise and training of staff**

Our SENCO is allocated a half day a week to manage SEN provision.

We have a team of 5 teaching assistants, 2 teaching assistant apprentices and 1 higher level teaching assistant (HLTAs) who are trained to deliver SEN provision. Teaching assistants are also trained to deliver targeted interventions. Where necessary they will support pupils on a 1:1 basis, or as a part of a small group.

Staff are continually enhancing their SEN provision through the following routes:

- A member of staff attends the Shropshire County Council SEND updates termly.
- Subject Leaders attend relevant updates
- Medical training is given to relevant staff
- Training is provided by outside agencies. E.g. Speech and Language training individual key workers; Occupational Therapy and Physiotherapy train relevant members of staff to work on individual programs with identified children.



## 5.10 Securing equipment and facilities

St. Mary's school secures equipment and facilities for children with SEN through a variety of SEN suppliers. There is an annual budget for SEN to cover the cost of this equipment. When a child enters the school that has specific SEN needs, the school meets with the local authority to arrange provision. A comprehensive list can be found on our website

(<http://www.stmarysalbrighton.org.uk/>) under the heading St.Mary's SEND Local Offer.

### SEND Budget allocation for past 12 months:

Resources Budget: £350.00

Spent on recommendations from external reports or class teacher requests e.g. wobble cushions, special rulers, coloured overlays. Resources – Visual Screening Pack, Speech and Language Resources, ICT resources, dyslexia materials.

SEND Staffing Resources:

The SENCo has half a day a week release time to monitor provision etc.

As mentioned previously some TA time is specifically assigned for intervention groups including across classes.

## 5.11 Evaluating the effectiveness of SEN provision

External Validation - SIAMS 2017

'The special needs teacher works tirelessly to support pupils.'

External Validation - February 2014 (Ofsted)

'Disabled pupils and those who have special educational needs make good progress because of the good support they receive.'

'Teaching assistants generally make an important contribution to pupils' learning, especially when they work with small groups of pupils or individuals with particular needs'.

'Records in school show that behaviour over time has improved, and those with

*particular difficulties in this area are supported well by staff so that they make good progress.* '

At St. Mary's we evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after 6 weeks
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with statements of SEN or EHC plans.

### **5.12 Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN**

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on our residential trip(s) to Standon Bowers (Y4) and Arthog (Y5/6) Specific needs will be discussed on individual basis with reference to the trip planned and the needs of the child.

All pupils are encouraged to take part in sports day/school plays/special workshops, etc.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

### **5.13 Support for improving emotional and social development**

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the school council
- Pupils with SEN are also encouraged to be part of 'Cool Kids' club to promote teamwork/building friendships etc.

We have a zero tolerance approach to bullying.

### **5.14 Working with other agencies**

St. Mary's School works with a variety of external providers in order to meet pupil's special educational needs and supporting their families too.

We currently use:

- a) LSAT referral
- b) Woodlands Outreach.
- c) Completion of an EHAF.
- d) Speech and Language Therapist.
- e) Sensory Inclusion Team.
- f) Occupational Therapist.
- g) Educational Psychologist
- h) Compass
- i) Enhance
- j) CAMHS

### **5.15 Complaints about SEN provision**

Stage One - Initially, any complaints should be made to the class teacher or Senco. It is hoped that this contact can help to sort out any misunderstandings and to help to form a positive way forward for pupils and parents/carers.

Parents/carers will also be referred to the school's complaints policy, (under policies on the school website - <http://www.stmarysalbrighton.org.uk/> and a copy of the policy is also available on request.

Stage Two - Formal complaints should be put in writing to Mrs. A. Skidmore (Headteacher) and include the form from the schools Complaints Policy.

If the matter has still not been resolved at Stage 2, then you should write to the Chair of Governors giving details of the complaint, via the school office: The Chair, or a nominated Governor, will convene a complaints panel.

St. Mary's C.E. Primary School is committed to dealing with all complaints fairly and impartially, and to providing a high quality service to those who complain.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

If parents/carers feel that they wish to make such a complaint, this should be made to the Local Authority via their complaints procedures.

#### **5.16 Contact details of support services for parents of pupils with SEN**

Please see our school website (<http://www.stmarysalbrighton.org.uk/>) for a comprehensive and up-to-date list of all support services available to parents.

#### **5.17 Contact details for raising concerns**

When a teacher has a concern about a child that they wish to bring to the attention of the SENCo, they complete an 'initial concerns' form, which is then brought to the attention to the SENCo. The SENCo will then liaise with the class teacher and decide a plan of action.

When a parent has a concern about their child, they should contact the class teacher via the school office and arrange a meeting to discuss their concerns.

#### **5.18 The local authority local offer**

Our contribution to the local offer can be found on our school website (<http://www.stmarysalbrighton.org.uk/>).

Our local authority's local offer can be found on our school website(<http://www.stmarysalbrighton.org.uk/>).

<http://www.stmarysalbrighton.org.uk/>

### **6. Monitoring arrangements**

This policy and information report will be reviewed by Miss.D. Jenkinson **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the full governing body.

## **7. Links with other policies and documents**

This policy links to our policies on:

- Accessibility plan
- Behaviour Policy
- Equality Policy
- Medical Needs Policy