

SEN policy and information report



April 2021

St Thomas and St Anne's Primary School

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1. Aims

Our SEN policy and 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

St Thomas and St Anne's Church of England (Controlled) School is committed to providing a quality learning environment where individuality is recognised and celebrated within the context of a caring community in which Christian beliefs, practice and values are at the centre. We work towards each child reaching their full potential, developing academic achievement, nurturing talents and encouraging spiritual growth.

At St Thomas and St Anne's CE Primary School we:

- endeavour to monitor all children/pupils who are not making adequate progress in the four broad areas specified in the SEN Code of Practice i.e. communication and interaction, cognition and learning, social, emotional and mental health difficulties and sensory and/or physical development.
- work closely with all parents to listen to their views so as to build on children's previous experiences, knowledge, understanding and skills so that they develop in all aspects of the curriculum.
- Believe that parent/carer involvement and support is vital to the success of the education of the children and especially those with SEN.
- believe that **all** practitioners are teachers of pupils with SEN and differentiate according to the needs of the children in their care.
- monitor the progress of all pupils. This is an ongoing process which enables early identification of any children who may require additional or different provision to be made.
- believe in equal opportunities and try to meet the physical, emotional and intellectual needs of all our children. This policy should therefore be read alongside our policy for equal opportunities.
- Ensure pupils with SEND are fully integrated into the life of the school and the curriculum, recognising the strengths of every individual as well as any areas for development, and ensuring all contribute to the social and cultural activities of the school.
- Encourage parents to discuss any issues and concerns with the class teacher/SENCo/headteacher/SEN governor.

2. Legislation and guidance

This policy and information report is 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 the 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 is Hannah McGrath (contactable via the school office)

They will:

- › Work with 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 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 (Judy McFall) 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 within 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 this SEN policy

5. SEN information report

5.1 Our school currently provides additional and/or different provision for a range of needs, including:

- › Communication and interaction, for example, autistic spectrum disorder traits and speech and language difficulties
- › Cognition and learning, for example, dyslexia and dyscalculia
- › Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD) traits
- › Sensory and/or physical needs, for example, hearing impairments and processing difficulties.
- › Moderate and multiple learning difficulties

5.2 Identifying pupils with SEN and assessing their needs

We are committed to the early identification and intervention of children who may have SEN. 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. Alongside our assessments we also adopt the following approach:

- › Use more detailed observations, made in a variety of contexts, as well as careful monitoring of the curriculum. We obtain information from parents/carers and any other records from the previous schools the children may have attended.
- › The graduated response recognises that there is a continuum of needs. This is recommended in the SEN Code of Practice and is in line with the LA policy.
- › Monitoring Register – Alongside the SEN Register we have a Monitoring Register in place. This highlights pupils who may be a cause for concern in terms of their progress in specific areas.
- › Advice and support from outside agencies for example: Woodlands Outreach, Speech and Language Support, Sensory Inclusion Service, Educational Psychologists, Occupational Therapists, School Nursing Team.

We will use this information 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.

Pupils who we feel require some additional support have this identified on their Pupil Centred Plan (PCP) or Individual Behaviour Plan (IBP).

5.3 Consulting and involving pupils and parents

5.3.1 How we consult and involve parents

Class Teachers are regularly available to parents to discuss their child's progress or any concerns they may have. We encourage sharing information between home and school regarding what works well for the child so a consistent approach can be adopted.

Parents/carers are notified early if we have any concerns and there is always a willingness to listen to issues brought forward for discussion.

Parents/carers are invited to review meetings to discuss progress and to be involved in setting targets with appropriate intervention strategies to help the child both in school and at home.

Parents/carers are encouraged to use the Parent Partnership Service for support and advice or to bring an appropriate relative/friend to meetings if they wish to do so. We respect the differing needs of parents/carers such as a disability or communication and linguistic barriers.

We work closely with parents when referring to any external agency, providing opportunities for parents to contribute to this process and share any reports and recommendations with parents.

5.3.2 How we consult with our pupils with special educational needs and disabilities:

Teachers discuss, in an age appropriate way, the targets on the pupil's Pupil Centred Plan (PCP or old IEP) to make them aware of the intended goal and the ways they will be supported.

We encourage pupils to participate where possible, in all the decision-making processes, including setting targets, discussing their choices and in the review procedures. We also encourage the children to share strategies that they understand to support them and important information that they feel is important to share with any staff they work with.

If a child has an Education Health and Care Plan, then they are asked to have an input into the form for the annual review meeting in which they are invited to attend.

During transition periods, children who are identified on our SEND register are offered additional transition visits and meetings with new school and staff.

5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENCO 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 or 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 regularly.

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.

Assess

At this stage the class teacher, working with the SENCO, carries out a clear analysis of the pupil's needs. This should draw on the teacher's assessment and experience of the pupil, their previous progress and attainment, the views and experience of parents, the pupil's own views and, if relevant, advice from external support services. We take account of views from the parents. In some cases, outside professionals from health or social services may already be involved with the child. These professionals should liaise with the school to help inform the assessments. Where professionals are not already working with school staff the SENCO should contact them (if the parents agree).

Plan

Where it is decided to provide a pupil with SEN support, the parents will be notified. The teacher and the SENCO should agree, in consultation with the parent and the pupil, the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review. The support and intervention provided should be selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness, and should be provided by staff with sufficient skills and knowledge. This information will be recorded in the child's Person Centred Plan (PCP) Where appropriate, Person-Centred Plans should seek parental involvement to reinforce progress at home. All teachers and support staff who work with the pupil should be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches, known as SEN Quality First Teaching Strategies (SEN QFT) that are required. This should also be recorded the SEN folder on the server.

Do

The class teacher is responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class, they should still retain responsibility for the pupil. They should work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENCO should support the class or subject teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

Review

The effectiveness of the support and interventions and their impact on the pupil's progress should be reviewed in line with the agreed date. The impact and quality of the support and interventions should be evaluated, along with the views of the pupil and their parents. This should feed back into the analysis of the pupil's needs. The class teacher, working with the SENCO, should revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil. Where a pupil has an Education and Health Care plan, the local authority, in cooperation with the school, must review that plan as a minimum every twelve months.

5.5 Supporting pupils moving between phases and preparing for adulthood

We will share information with the teacher, 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.

We have procedures in place to ensure that transfer arrangements take place with ease and are perceived in a positive light, by all our pupils. We encourage liaison between staff and ensure records contribute to the future planning for the benefit of the pupils before transitioning into a new class or phase. Children have the opportunity to meet with their new class teacher in their new classroom before moving. We also offer opportunities for children to visit school on the September PD day to meet staff and become familiar with the layout the new classroom before starting.

When transitioning between KS2 and KS3, pupils attend transition visits which they have been prepared for. Additional visits and meetings between new staff are also encouraged. We work with Woodlands Outreach and regularly refer children onto their transition program to support children in moving schools and preparing for the next phase in their education.

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.

We use a range of resources and interventions to support children's varying needs. We often consult with external agencies to ensure these are used effectively. Some examples of interventions and adaptations but not limited to are:

- 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
- 1:1 support from allocated TAs
- 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.
- Use of social stories
- Use of visual timetables and now and next cards.
- Access to specific computer programs
- Precision teaching approach
- Implementation of specifically tailored support strategies and programmes as devised by Educational Psychologist, Occupational Therapist or Speech and Language Therapy as they are more commonly involved.

5.7 Additional support for learning

We have teaching assistants who are experienced in supporting a range of needs. We also work with the following agencies to provide support for pupils with SEN:

- Educational Psychologists (EP)
- Speech and Language Therapists (SALT)
- Learning Support Advisory Teacher (LSAT)
- Educational Welfare Officers (EWO)
- School Nurse
- Child & Mental Health Service (CAMHS BeeU)
- Occupational Therapists (OT)
- Sensory Inclusion Service (SIS)
- Woodlands Outreach (WO)

5.8 Evaluating the effectiveness of SEN provision

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
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans

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

We strive to create a sense of community and belonging for all our pupils. We have an inclusive ethos with high expectations and suitable targets, a broad and balanced curriculum for all children and systems for early identification of barriers to learning and participation.

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

All pupils are encouraged to go on our residential trip to Arthog.

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

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

Our school building is on one level and wheelchair users can access all the main classrooms, there is a ramp to the demountable classroom. Our accessibility plan is available on our school website and a paper copy is also available on request from the school office.

5.10 Complaints about SEN provision

Complaints about SEN provision in our school should be made to the class teacher in the first instance. They will then be referred to the school's complaints policy.

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

5.11 Contact details of support services for parents of pupils with SEN

Shropshire IASS - Shropshire Information, Advice and Support Service (IASS), provides free, confidential and impartial information, advice and support around Special Educational Needs and Disabilities, including health and social care.

Email – iass@shcab.cabnet.org.uk

Telephone – 01743 280019

Website - <http://www.cabshropshire.org.uk/shropshire-iass/>

Shropshire Parent Partnership Services - offering information advice and support to parents and carers of children and young people with special educational needs (SEN).

Contact: Debbie Gibbons (Parent Partnership Service Manager)

Website: <http://www.parentpartnership-shropshireandtelford.org.uk/>

Email: info@parentpartnership-shropshireandtelford.org.uk

Tel: 01952 457176

Shropshire Family Information Directory

[Support groups | Shropshire Family Information Directory \(openobjects.com\)](http://www.openobjects.com)

5.12 The local authority local offer

6. Monitoring arrangements

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

It will be approved by the governing board.

7. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Behaviour
- Equality information and objectives
- Supporting pupils with medical conditions
- Child Protection and Safeguarding