

SEN policy and information report

St Willibrord's RC Primary



Approved by: [Name]

Date: [Date]

Last reviewed on: [Date]

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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

1. To identify and provide for pupils who have special educational needs and additional needs
2. To work within the guidance provide in the SEND Code of Practice, 2014
3. To operate a “whole pupil, whole school” approach to the management and provision of support for special educational needs
4. To provide a Special Educational Needs Co-coordinator (SENCO) who will work with the SEN Inclusion Policy
5. To provide support and advice for all staff working with special educational needs pupils

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. At St Willibrord’s the purpose of identifying a child with special educational needs is not to fit a child into a category but to enable us to work out what action the school needs to take in order to offer the very best support. At St Willibrord’s we identify the needs of all pupils by considering the needs of the whole child which will include not just the special educational needs of the child.

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 is Laura Wordsworth / Amelia Key

They 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
- Taking day to day responsibility for the operation of the SEND policy and provision.
- Working with class teachers to ensure that provision is matched to the needs of the children.
- Taking an active role in the planning for pupils with EHCs.
- Ensure the school keeps the records of all pupils with SEN up to date
- Developing and maintaining working relationships with parents.
- Keeping up to date with best practice by attending training provided by the L.A. and other relevant organisations.
- Managing the deployment of support staff with specific responsibility for SEND support.
- Organising and chairing multi-agency review meetings for children at SEN Need and with an EHC.
- To request statutory assessment for children when their needs cannot be met within the school's continuum of provision.
- To liaise with the named SEND Governor and keep him/her updated over relevant developments and the state of the school's Additional Needs register.
- Liaise with partner schools to assist in the smooth transition of SEND pupils.

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

Class teachers retain responsibility for all pupils in their class, even when a pupil is undertaking targeted provision away from them, and therefore should be firmly at the centre of the process of planning this provision with the Inclusion Leader, any specialist or support staff involved with the pupil, and involving parents and pupils themselves. This includes maintaining responsibility for any child that may be accessing the Resource Provision.

Each class teacher is responsible for:

- Identifying pupils with SEND using a range of information gathering strategies.
- Ensuring that targets set are SMART (Specific, Measurable, Achievable, Realistic, Time Limited.)
- Providing opportunities for SEND pupils to practice their targets within class.
- Providing a balance of independent and supported activities for SEND pupils.
- Reviewing targets half termly.
- Ensuring that pupils and parents are actively involved in the target setting and monitoring process using the prescribed pro-formas.
- Engaging in appropriate training and professional development to ensure provision for SEND children is adequate and appropriate to needs.
- 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 The kinds of SEN that are provided for

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

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate and multiple learning difficulties

5.2 Identifying pupils with SEN and assessing their needs

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

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 given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEN support.

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 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 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.

5.5 Supporting pupils moving between phases and preparing for adulthood

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

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 will also provide the following interventions:

- a) Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.
- b) Once a pupil has been identified as possibly having SEN they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
- c) The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.

d) The SENCO will be consulted as needed for support and advice and may wish to observe the pupil in class.

e) Through (b) and (d) it can be determined which level of provision the child will need going forward.

5.7 Adaptations to the curriculum and learning environment

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.
- Special equipment or resources
- Individualised or Group learning on a daily basis
- Extra adult support outside the classroom
- Support from an outside agency
- Accessing Speech Language and Communication Groups
- Emotional Literacy support

5.8 Additional support for learning

The first response is quality first teaching, targeted at a pupil's area/s of weakness. We aim to achieve this through differentiation and/or adapting classroom practice to suit the pupil's need. Teachers will also draw on skills and knowledge of additional whole school initiatives and training (see Graduated Response for further examples).

Additional Support:

If a child continues to show a level of need which is not adequately met, and lack of progress is evident, they may access additional support and this will be identified through the school's regular assessment processes and provision mapping. The class or subject teacher may also instigate a short-term intervention. Targets individual to each child will be identified and shared with the child in half termly pupil progress meetings. This information will also be shared with parents.

Strategies used to provide additional support at this level are detailed in the Graduated response to SEN needs and may include:

- Specialist equipment or resources
- Interventions
- Individualised or Group learning on a daily basis
- Extra adult support within the classroom.
- Accessing Speech Language and Communication Groups
- Emotional Literacy support
- Family Support Worker

A child receiving additional support will be monitored by the class teacher and Inclusion Leader over a significant period of time. A decision may then be made to place the child at SEN Need.

Education Healthcare Plan (EHC)

If, after a continued period of support at SEN Need, it is felt that a specific learning difficulty is hindering a child's progress, a request may be made to the Statutory Assessment team for Statutory Assessment for an Education Healthcare Plan (EHC).

In order to access Statutory Assessment there should be written evidence of;

- Records of reviews and outcomes.
- Attainment records in literacy and numeracy.
- Views of parents and pupil.
- Evidence of appropriate target setting and review.
- Involvement of other professionals.
- Implementation of a Manchester Common Assessment Framework (MCAF).

Resourced Provision for pupils with Autistic Spectrum Disorder (ASD)/Specific Language Impairment (SLI)

St Willibrord's School has been commissioned by Manchester Local Authority to have specialist resourced mainstream provision for up to seven children who have a statement for ASD and/or SLI. Although the school is responsible for the teaching and learning of these seven children it does not control the admission of places to the provision. These decisions are made by the Local Authority which has a multi-agency panel who meet to agree placements in the resourced mainstream provisions in Manchester. Once allocated a place in the Resourced Provision they become full members of the school. We have a specialist teacher and 4 teaching assistants to support the staff in school and pupils in the Resourced Provision.

5.9 Expertise and training of staff

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. This includes the children that access the ASD/SLCN Resource Provision.

Early identification is vital and the school uses a graduated response to children's special educational needs as outlined in the SEND Code of Practice 2014. The class teachers and Inclusion Leader work closely to identify additional needs at an early stage. Parents and pupils are consulted at the earliest opportunity to share concerns and enlist their active support and participation.

Our provision for SEND begins at a whole school level, building provision for individuals and groups, through to SEN Support, and up to support for pupils with Education and Healthcare Plans. (It can be viewed as a pyramid according to the appended model.)

5.10 Securing equipment and facilities

SEND has a designated budget within the school. Separate SLA's are in place to support the provision of outside agencies and support services such as

- Speech and Language
- Occupational Therapy
- Drama Therapy

5.11 Evaluating the effectiveness of SEN provision

In the SEND Code of Practice 2014, there are four broad areas of need that give an overview of the range of needs that are planned for:

- Communication and interaction
- Social, emotional and mental health difficulties
- Cognition and learning
- Sensory and/or physical needs

The following early identification strategies are used: School Tracking system

- Provision Mapping
- Half termly Pupil Progress Meetings
- Other standardised tests
- Discussion with parents and pupils
- Observations and assessments
- Development Matters
- Attendance and punctuality records
- Information from, and assessments made by, outside agencies
- Information from previous schools
- Assessments carried out on admission to school
- First Language Assessments (if EAL)

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
- Pupil discussions
- Monitoring by the SENCO
- 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 Robinwood

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:

- All elements of the school are open to all pupils. If there are any barriers to any pupil being involved then the school will ensure that suitable adaptations are in place to allow any pupil to partake in an activity.

We have a zero tolerance approach to bullying.

5.14 Working with other agencies

The school assesses the needs of each child on an individual basis. If there is a need for additional / external support then this will be developed and put in place to be most effective for the individual child or wherever possible small groups of children in order to be cost effective.

The school works in close collaboration with the SEN department of the Local Authority and the NHS.

5.15 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

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

The first point of contact for parent should always be school. This can be to the Class teacher, family support worker, SEN teacher or member of the school leadership team.

If school are not able to answer a query or parents are not happy with the response then they may contact the SEN team at the Local Authority or consult with the information in the Local Offer.

5.17 Contact details for raising concerns

The first point of contact for parent should always be school. This can be to the Class teacher, family support worker, SEN teacher or member of the school leadership team.

If school are not able to answer a query or parents are not happy with the response then they may contact the SEN team at the Local Authority or consult with the information in the Local Offer.

5.18 The local authority local offer

Our contribution to the local offer is available on the school website www.st-willibrords.manchester.sch.uk

Our local authority's local offer is published here:

<http://manchester.fsd.org.uk/kb5/manchester/fsd/category.page?newcategory=3>

6. Monitoring arrangements

This policy and information report will be reviewed by the Headteacher **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