

SEN policy and information report

St Austin's R.C. Primary School



Parent/ Carer information for children who have additional needs

Part of the St Helens Local Offer for Learners with DSEN (Completed in compliance with Regulation 51 and Schedule 1 of the Special Educational Needs and Disability Regulations)

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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.
- To provide support and advice for all staff working with special educational needs pupils.
- To identify and provide for pupils who have special educational needs and additional needs.
- To involve external agencies to support pupils who have special educational needs and additional needs.
- To ensure effective provision for SEND.
- To work within the guidance provided in the SEND Code of Practice 2015.

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.

Disability is defined under the Equality Act 2010 as “a physical or mental impairment which has a long-term and substantial effect on their ability to carry out normal day-to-day activities.” This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as cystic fibrosis, diabetes and epilepsy.

Children must not be regarded as having a learning difficulty solely because the language, or form of language of their home, is different for the language in which they will be taught.

4. Roles and responsibilities

4.1 The SENCO

The SENCO is Mr Whittaker.

They will:

- 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
- Co-ordinating provision for children with special educational needs.
- Liaising with and advising fellow teachers.
- To support and advise learning assistants.
- Overseeing the records of all children with special educational needs.
- Liaising with parents of children with special educational needs.
- To organise inset training of staff - liaising with external agencies including the LA's support and Educational Psychological services, health and social services and voluntary bodies.
- Reporting to governors.
- Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- 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
- 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
- Ensure the school keeps the records of all pupils with SEN up to date

4.2 The SEN governor

The SEN governor is Mrs Neal who 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 is Mrs Wade who 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 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 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. A child might be identified as having a special need by classroom observations, Foundation Stage individual profile, ELS, internal progress assessments, SATS results, discussions with parents, reading and spelling tests and by liaising with outside agencies. Additionally, all pupils are tracked through the Optimum program and are identified if they are not achieving age-related expectations. We identify children with regard to the Code of Practice 2015, using a graduated approach. As soon as any child is identified, his/her name is given to the Head Teacher and SENCO. 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.

The identification and support of children with SEND follows a 4-part cycle:

Assess – tracking and observation of a child's progress and specific difficulties.

Plan – discussion at the termly multi-agency planning meetings. Strategic discussions between Head and SENCO.

Do – delivery of specific targeted interventions, referral to outside agencies, restructuring of roles of support staff.

Review – analysis of tracking data, meeting with parents, termly multi-agency planning meetings.

Children identified as having a SEND will be discussed at the schools termly multi-agency planning meetings. These meetings enable the SENCO to gather additional advice and support regarding children.

How will St. Austin's support my child?

The level of support your child receives will depend on their needs. Meetings are offered to all parents of children receiving additional support. At this meeting we will discuss the support your child has received in the current term and whether they will need continued support in the following terms. At St. Austin's we have teaching assistants working within the class to support children. We also have an HLTA (Higher Level Teaching Assistant) to plan, monitor and deliver intervention strategies throughout the school. In some instances, a teaching assistant may work on a 1:1 basis with a child. The SENCO and HLTA review the impact of intervention strategies and the progress made by children on a termly basis. This information is then discussed with the class teacher to inform target setting.

How will the curriculum be matched to my child's needs?

If a child is identified as having SEN, we will provide provision that is additional to or different from the normal differentiated curriculum, intended to overcome the barrier to their learning. Across the curriculum, work will be differentiated by the teacher, so that it meets the individual needs of your child. Targets are linked to progress made by each individual child. Both the teacher and teaching assistant support groups within the classroom.

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.

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

Once a child is identified as requiring SEN support then an individual education plan (IEP), play plan or individual behavior plan (IBP) may be put into place. IEP reviews are used to ensure that pupils are parents are involved in reviewing provision. Questionnaires will also be completed to gather parent / pupil views.

5.4 Assessing and reviewing pupils' progress towards outcomes (effectiveness)

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. If school, parents or pupils feel that progress has not been sufficient then the SENCO will follow the graduated response to progress to the next level of support.

5.5 Supporting pupils through transition

How will the school prepare and support my child to join the school and transfer to a new one?

Before your child starts school, we will meet with you so that we can ensure a positive start into school. This is usually done in conjunction with the previous school. When moving on to a new school we will liaise to arrange extra transfer visits for your child. The teaching assistants work with specific children to help them make up a booklet about their new school and spend time on any aspects of the change in school these children may be unsure of. The SENCO will always meet with the new school to ensure that all information is passed on about your child. If an EHAT (Early Help Assessment Tool) is in place, staff from the new school will be invited to a meeting, so that the parents can have the opportunity to speak with them together with any other professionals involved.

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. We have close links with a number of secondary schools such as De La Salle High. If children moving to another school which we do not have regular links with then the teacher and SENCO will liaise with that particular school.

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. Class teachers will differentiate within the classroom by:

1. Differentiating the curriculum to pupil's abilities.
2. Using a variety of teaching styles.
3. Using different types of questioning.
4. Classroom organisation and procedures.
5. Assessment of materials and equipment.
6. Support arrangements, LSA, external agencies.
7. Provision of activities suitable to a range of different learning styles.

We will also provide interventions such as those listed below, although this list is not exhaustive.

- Language Link
- BOSS groups
- EAL support
- Visual Impairment support from outreach team
- Numicon Intervention groups
- Play Therapy
- Secret of Words groups
- Socially Speaking
- 1:1 reading
- 1:1 in class support
- Sensory Diet activities
- Adapted texts (VI)
- Get Writing Reading program
- Springboard Maths
- Fresh Start Read Write Inc.
- Gifted and Talented differentiation
- Beat Dyslexia

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.

5.8 Additional support for learning

We have teaching assistants who are trained to deliver the interventions.

Teaching assistants will support pupils on a 1:1 basis whenever school identifies a child whose needs is at a level where only 1:1 support would help them to progress. This may be for a short-term period or for a longer period. This support will be monitored and reviewed regularly.

Teaching assistants will support pupils in small groups when children are working on a similar area of need for example dyslexia provision.

We work with the following agencies to provide support for pupils with SEN:

- Educational Psychology Service;
- Speech and Language Therapy;
- Specialist teachers;
- Visual Impairment Team;
- Hearing Impairment Team;
- EAL Team;
- Occupational Therapy Service;
- Language and Social Communication Service (LASCS);
- Neurodevelopmental Pathway;
- Child and Adolescent Mental Health Service (CAMHS);
- School Nurse;
- Educational Welfare Team;
- Behaviour Improvement Team.

How is the decision made about what type and how much support my child will receive?

If your child has an Education, Health and Care Plan it will specify how much support time your child will need. If not then the time and type of support given to your child will be reviewed at least termly, by the class teacher, Headteacher, SENCo and Inclusion Officer. If your child has an Education Health and Care Plan we will also arrange Annual Review meetings with you, to ensure that the plan is still appropriate for your child and make any changes.

How are the schools resources allocated and matched to the children's special educational needs?

Where children have an Education, Health and Care Plan, we allocate resources appropriately and carefully. This may include the allocation of 1:1 support, allocation of specialist support (Outside Agencies, for example, Speech Therapy) time to work with the SENCo, the class teacher and Teaching Assistant. We also fund specialist equipment and resources and work carefully with outside agencies. We send our teaching assistants on courses to support their work with pupils.

5.9 Expertise and training of staff

Our SENCO is allocated 2 hours a week of dedicated time to manage SEN provision.

We have a team of teaching assistants, and a higher-level teaching assistant (HLTA) who are all trained to deliver SEN provision.

In the last academic year, staff have been trained in bereavement, developing resilience in children and young people, developing working memory, trauma informed schools and a number of other areas. speech and language support.

5.10 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 at the end of every half-term or term
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure and record progress
- Holding annual reviews for pupils with statements of EHC plans
- Using O-Track monitoring system
- Using schools internal tracking system

This is done in collaboration with parents and pupils.

5.11 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 Barmouth in Wales. 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.

How accessible is the school?

At St. Austin's, our new building is fully accessible with paths and doorways suitable for use by those with mobility issues. We have a toilet and wet room that can be accessed easily and ramps in designated areas for wheelchair access. Although dogs are exempt from school, Guide Dogs are welcomed. Accommodating children with needs is carefully considered each year when children move classes or start school.

Accessibility

The school is based within a new building and has fully accessible entrances, toilet facilities and lift access. Liaison takes place between the Paediatric Occupational Health and Physiotherapy Service if required to ensure the inclusion of children with specific physical limitations.

Inclusion

In line with our Mission statement, all pupils are treated in an inclusive and supportive way. Relevant training is provided, and external agencies are contacted when necessary. Referrals are processed following the recommendations of multi-agency planning meetings.

The school's accessibility plan can be found on the website or if you would prefer a hard copy then copies are available on request from the school office.

How will my child be included in activities outside the classroom including school trips?

All school trips require a Risk assessment. For children with significant needs they may require an individual Risk assessment involving parents to ensure that they are able to take part in the trip successfully.

Admission and application arrangements

St Austin's is a Catholic School under the trusteeship of the Archdiocese of Liverpool. It is maintained by St Helens Council. As a Voluntary Aided School, the Governing Body is the Admissions Authority and is responsible for taking decisions on applications for Admissions. The co-ordination of admission

arrangements is undertaken by the Local Authority. For the school year commencing September 2016 the Governing Body has set its admission number at 30.

Our admission arrangements comply with Section 69(2) of the Children and Families Act 2014.

Applications for reception year for September 2018 should be made on the local authority common application form which is available from school or on-line through the Local Authority. Details of deadlines can be obtained from St Helens Council website or the school office 01744 678000.

5.12 Support for improving emotional and social development

What Support will there be for my child's overall wellbeing?

At St Austin's, a child's wellbeing is supported at different levels and in many ways. At a whole school level we have a school Charter of behaviour, which looks at the Rights and Responsibilities of the children in our school. Each class has their class rules. Our school mission statement underpins all that we plan and do at St. Austin's. Our house system and reward assemblies foster a caring and collaborative ethos.

One of our TAs is trained as a Play therapist to support those children with more specific social and emotional needs.

When a child has medical needs we put together a Health Care plan together with the parent, school nurse and other medical professionals to ensure the child is safe and that staff are aware of the child's specific needs. When this meeting is held we would also look at any staff training that may be needed.

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 have access to Play Therapy on a regular or needs basis.
- Teachers liaise regularly with the SENCO and Play Therapist regarding emotional wellbeing and mental health.

We have a zero-tolerance approach to bullying, including bullying of children with SEN.

We have achieved the Wellbeing for Schools Award which specifically covers wellbeing for SEN children. Additionally, we have achieved Gold All Together Schools status with the Anti-Bullying Association which also ensures that we have taken proactive steps to preventing bullying of all children, and in particular those children who have SEN.

School works with external agencies such as CAMHS (Child and Adolescent Mental Health Service), Barnardo's and St Helens Young Carer's Service to provide support for emotional wellbeing and mental health.

5.13 Working with other agencies

School hosts termly planning meetings which are used to gather expertise from health, social and education. These meetings are used to decide next steps for children, which may involve bringing in external agencies such as CAMHS, Parent Partnership, Parenting Team or social care. School takes a lead on inviting relevant agencies to school and the SENCO, headteacher and safeguarding team work together to involve all relevant agencies. We are happy to host and facilitate meetings between different agencies and parents / young people. If school or parents feel that it would be beneficial that an EHAT (Early Help Assessment Tool) can be carried out to gather together all the relevant information about a child into one place. This can then be shared with all relevant agencies.

Working in partnership with parents

We encourage parents to become actively involved in discussion and decision-making concerning their child's special needs. In the light of our shared concern we strive to develop each child's abilities to the full. The school has an "open-door" policy to address parents' concerns. Parents will be kept fully informed as to their child's progress. Parents are invited to review meetings to discuss their child's progress and attainments.

Parent partnership (IASS)

St Helens Parent Partnership is a partnership between parents/carers, the voluntary sector and the Local Education Authority. Parent Partnership supports and empowers parents/carers by listening to their problems, offering information and introducing them to well training Befrienders. The role of the befriender is to support parents/carers whose children have special educational needs. They support by accompanying parents to view schools, taking notes at meetings, explaining documents and listening to problems concerning education. There is a Parents' Forum, run by parents of children with special educational needs, which take place every term, where parents/carers can get together, speak to professionals, raised issues, listen to guest speakers, make contacts and collect information.

How are the parents involved in the setting? How can I be involved?

At St. Austin's, we understand that you have a valuable understanding of your child's needs and wishes. We aim to involve you in every decision-making process. We encourage you to meet with us as often as you feel necessary.

5.14 Complaints about SEN provision

If a formal complaint is to be made then this must be done in writing to Mr M Burke – Chair of Governors of St Austin's R.C. primary School. The school's complaints policy is attached to the end of this document.

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

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

www.sthelens.gov.uk/SEN

www.dfe.gov.uk

IASS (Information Advice and Support Service) 01744 822160 www.sthelens.gov.uk/sthelensIASS

5.16 Contact details for raising concerns or for further information

Contact can be made with your child's class teacher on 01744 678000 in the first instance. In the second instance, an appointment can be made to speak with Mr Whittaker (SENCo). If your child has an Education, Health and Care plan the SENCo will oversee the implementation of the plan in school.

A copy of the school's Special Educational Needs Document is available on the website for further information.

6. Monitoring arrangements

This policy and information report will be reviewed by the governing body **every year**. It will also be updated by the SENCO 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
- Medical policy

Addendum

In light of the ongoing Covid 19 pandemic certain adjustments have been made.

Mental health and wellbeing:

- Wellbeing phone calls / Microsoft Teams meetings will continue to take place for children self-isolating.
- A greater focus has been placed on developing resilience and promoting mental health. Each class will offer increased PSHE sessions (see PSHE policy) with an initial focus on developing mental health and wellbeing.
- School has procured counselling sessions for vulnerable children.

External support

- External support services will continue to be allowed to enter the school building provided they wear appropriated PPE.

Reviews / meetings

- As much as possible, reviews such as EHCP, IEP's or funding reviews will take place virtually. However, allowances will be made for those who cannot access virtual reviews.
- We usually have an "open door" policy, however this cannot currently take pace due to the current restrictions. Instead appointments will need to be made in advance via a telephone call to the school office. Alternatively, a note/letter can be sent to school with your child.

Ongoing review

- All staff have accessed training which will enable them to spot signs of emotional distress. Staff have been reminded to closely monitor children for any signs so that early intervention can take place.

Complaints procedure

Flowchart

Concern expressed informally to member of staff / School Complaints Officer / Head Teacher



Verbal or written response within 5 school days - if concern cannot be addressed immediately pending further enquiries complainant must be informed when they can expect a response



Satisfactory Outcome reached?



NO



YES

no further action



Move to stage 2

Complainant writes to the Head Teacher and makes a formal complaint, providing relevant evidence, indicating the steps taken (if any) to resolve the matter informally and the reason(s) for continued dissatisfaction



Head Teacher will determine whether complaint falls within the scope of the general complaints procedure



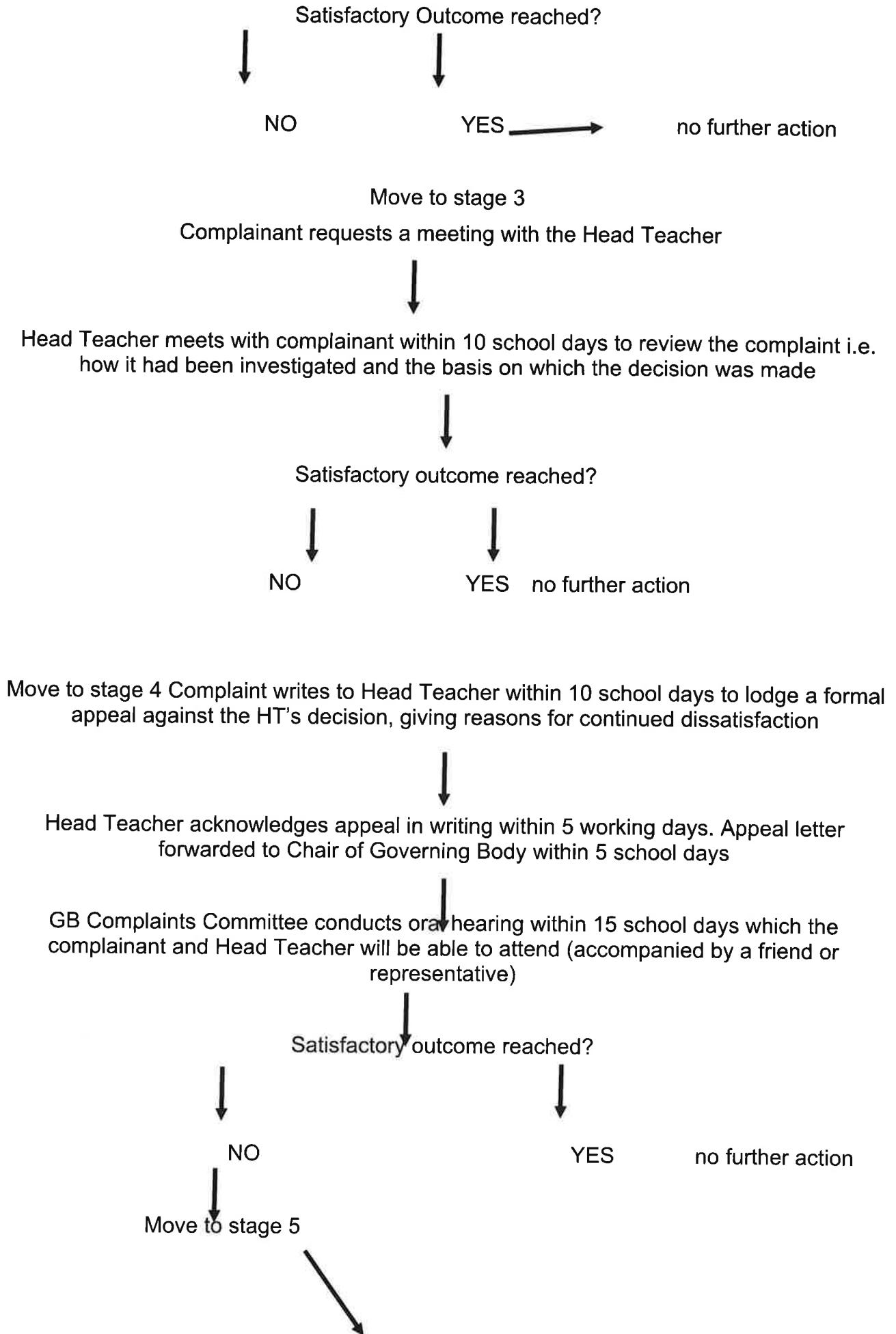
YES



NO

Complainant notified by letter within 5 school days and advised as appropriate

Complaint acknowledged in writing within 5 school days and investigation undertaken. Outcome will be notified within 10 school days or interim reply sent with progress to date and date when full response expected



FURTHER APPEAL

Local Authority

Complainant can refer matter to the Local Authority in writing within 10 days of receiving a letter from the school confirming the decision of the GB Complaints Committee. The complainant must specify reasons for their dissatisfaction with the process undertaken by the school and provide relevant evidence



The Local Authority's Complaints Officer will acknowledge receipt of the appeal letter in writing within 5 working days, and notify the Head Teacher and Chair of Governing Body



Complaint process will be reviewed by the Local Authority



Local Authority will provide written response to the complainant within 10 days, or send an interim reply instead indicating when a full response will be sent.



Copies of relevant correspondence will be sent to the Chair of the Governing Body and the Head Teacher



Governing Body will consider the contents of the Local Authority's response and determine what action (if any) should be taken by the school.