



SEN Information Report

We walk by faith and not by sight:

2 Corinthians 5:7



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

This policy also complies with our funding agreement and articles of association.

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.

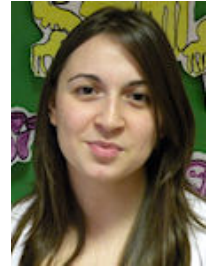
4. Roles and responsibilities

4.1 The SENCO

The SENCO is Mrs. Bobby Rainford

They will:

- Work with the Principal 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 Principal 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 is: Mrs. Davina Pittaway

They 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 Principal and SENCO to determine the strategic development of the SEN policy and provision in the school



4.3 The Principal

The Principal is: Mrs. Anna McGuire

The Principal 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 is an inclusive school where every pupil is valued. We endeavor to ensure that we support every child to achieve their full potential and to support their development needs in the most appropriate ways. 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/severe/profound and multiple learning difficulties



5.2 Identifying pupils with SEN and assessing their needs

- All pupils are assessed using the WELLCOM language assessment when they start in either our Nursery or Reception class
- Teachers are encouraged to have regular conversations with the SENCo to discuss any pupils that they have concerns about. Teachers are then supported to take appropriate action to



support the identified concerns. This will also be carefully monitored

- Regular Pupil Progress Meetings help us to identify pupils that are making slow progress or who are falling behind. As soon as a pupil is identified, appropriate interventions are put into place to support them
- We have an open door policy and parents are welcome to come in regularly to discuss any concerns that they may have about their child
- Pupils are talked to about their learning and about any difficulties that they may have

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.

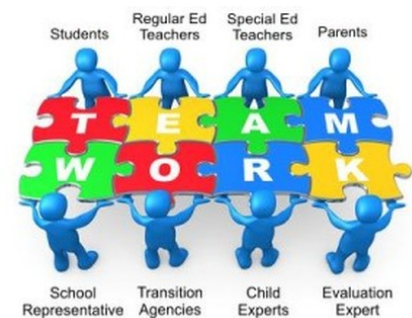
Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

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. If a pupil is on our SEN register we will ensure that they each have an Individual Education Plan which is signed by the parents/carers. These IEP's will be reviewed throughout the year which both the parents/carers and also the pupil.

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 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.

Those pupils who are identified as benefiting from an intervention or support are monitored. This will either be through Pupil Progress Meetings, at SEN review meetings and regular assessment point throughout the year.

5.5 Supporting pupils moving between phases

St Paul's C of E Primary School Academy has an extensive transition programme for pupils.

- The school holds and encourages visits for prospective pupils and parents. Children starting in Reception are invited to transition days with Stay and Play sessions and staff visit the children in their homes before the start of the academic year.
- We will consult with parents/carers as to how we can best meet the emotional needs and child
- We will support to arrange opportunities for the pupil and parent/carer to have visits to the new classroom or secondary school
- When appropriate we will work with Sandwell's Inclusion Support Team to manage a pupils move
- We will create transition books and set up meetings and visits with the new setting
- At transition meetings a member of staff meets with the high school staff and provides assessment and progress data, attendance information, behaviour information and any other information in connection with the pupil. The SENCO attends the annual review for all children with a statement or Education Health Care Plan and high school options are discussed when the pupil is in Year 5.
- 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

We are a fully inclusive school and we endeavor to ensure that all pupils achieve their full potential. St Paul's C of E Primary School adopts a 'whole child, whole school' inclusive approach to education. The school is committed to ensuring all pupils receive a high quality education and realise their academic and personal potential, regardless of any challenges they may face. Pupils with SEN are educated in the classroom as part of this inclusive strategy, but will also receive intervention and support on a personalised and individual level.

Support for pupils with SEN is overseen by the Special Educational Needs Co-ordinator (SENCO) in consultation with the Principal. Pupils' progress and attainment are regularly monitored and reviewed with support being given at a whole class, group or individual level, dependent upon the need of each pupil.

At St Paul's C of E Academy parental involvement is highly valued and regarded as an essential part of all pupils' learning. When a child is first identified as having an additional need, or SEN, a graduated plan of support is put into action. Parents are kept informed about the additional need identified and the nature of the support required from the onset. Parents are kept informed of their child's progress.

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:

- SULP
- Lego Therapy
- ELS
- Speech and Language Therapy
- Quest

- Project X
- Precision Teaching
- Counselling Service
- English and Mathematics Boosters



5.7 Adaptations to the curriculum and learning environment

At St Paul's C of E Academy every teacher is a teacher of every child, including those with SEN. Teachers differentiate all lessons to ensure every child is able to access learning across the curriculum. Differentiation takes many different forms, for example; support, task, outcome and the use of resources. Its purpose is to ensure all children are able to access the curriculum and achieve their potential, whatever their ability. This happens as part of everyday classroom practice and is evident in planning.

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.
- Using small group teaching
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Using specialist equipment
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

Strategies to support children with Speech and Language difficulties

- Interventions from a Speech and Language Specialist
- Delivery of a speech and language programme by a teaching assistant
- Talk partners
- Pre-learning vocabulary
- Use of visual strategies to support language acquisition



Strategies to support children with Physical Needs

- Intervention from an Occupational therapist/Physiotherapist
- Delivery of planned programmes by LSP
- Provision of equipment advised by specialist

Strategies to support children with Social, Interaction and Mental health problems

- Intervention from CAMHS (Children and Adolescent Mental Health Service)
- Actions resulting from Team Around the Child meetings
- Individual support programmes delivered by a teacher or Learning Support Assistant under the guidance of health professional



5.8 Additional support for learning

At St Paul's C Of E Academy all children's progress and attainment is measured against national expectations. Some children's progress and/or attainment falls below these expectations and schools have a responsibility to do all they can to close the gap in attainment and ensure all children achieve their potential. The decision made about the type of support and how much support is given to a child with SEN is a decision made by the SENCO and Principal in collaboration with the class teacher.

We have 12 LSP's who are trained to deliver interventions such as ELS, Precision Teaching and SULP

LSP's will support pupils on a 1:1 basis when they are unable to cope in classroom environment on their own.

LSP's will support pupils in small groups when they need some support but not as intensive.

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

- Social, Emotional and Mental Health Team
- Special Educational Needs Advisor for Teaching and Learning
- Educational Psychologist
- Complex Communication and Autism Team



Children with an Education Health Care Plan will have outcomes that are clearly stated on their plan. The plan may also specify programmes and interventions that the school should follow. Outlined below are the ways we

- EHCP reviews are held every term and parents will be invited to these meetings. All support programmes are reviewed and the impact they have had on a pupil's progress is assessed. If progress is not evident there are several options available, for example; more time on the programme is needed, or an alternative programme is implemented.
- If the support implemented is to improve behaviour, the success criteria will be based around a reduction of negative incidents that impact on the progress of the pupil. As with academic interventions the key focus is whether or not the intervention programme has led to the pupil making expected progress.
- Pupil views are sought, both formally and informally, as part of the review process.



5.9 Expertise and training of staff

Training for staff is secured as and when necessary. If a child with a specific need joined St Paul's C of E Academy, relevant staff would attend appropriate training to ensure the needs of that child were met.

5.10 Securing equipment and facilities

St Paul's C of E Academy has excellent safeguarding procedures embedded to ensure that all pupils, staff and visitors have a safe environment in which to work and learn. The school has wheelchair access to the front of the building

The school would review any application on a case by case basis to determine whether we could accommodate a child's needs even after reasonable adjustments. There is one disabled toilet and a shower room on site.

The school has all classrooms fitted with interactive whiteboards. Pupils with auditory and visual impairment would have their needs met on an individual needs basis in liaison with professionals.

Laptops are available for pupils with SEN as appropriate and a wide range of subject specific aids are used, such as different fonts, coloured overlays, larger print resources and books, seat wedges, tilted desks.

The schools Accessibility Plan is available on our website. This contains further information.

5.11 Evaluating the effectiveness of SEN provision

All pupils are monitored through the whole school tracking system. Data analyses of all year groups are evaluated by members of the Senior Leadership Team at Pupil Progress Meetings with teachers and LSP's to ensure that progress is made by SEN pupils. If sufficient progress is not being made then interventions are put into place. Any interventions undertaken are regularly monitored with feedback given to both pupil and parents on attainment and progress.

Governors will scrutinise the following information and act as critical friends in ensuring children with SEN receive the best provision possible:

- School Improvement Plans
- Review trends in progress and achievement data of vulnerable children (including SEN)
- Progress data analyses of vulnerable groups (including SEN)
- Curriculum reports from curriculum leaders
- Principal report to Full Governing Body Meeting
- Outcomes of monitoring activities including book scrutinies and lesson observations
- Annual staff appraisals in the Autumn term

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 each half term
- 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

St Paul's C of E Academy has a fully inclusive policy and pupils with any form of SEND are fully integrated in all aspects of school life. Pupils will be supported on a needs basis which may be; one to one support with a teacher or an LSP, specific programme or teaching, small group work, lunchtime support, etc. Parents are invited in to discuss prospective trips and visits and their feedback is welcome.



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 in Year 6

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

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

At St Paul's C of E Primary School Primary School we recognise that a child's behaviour is related to an underlying need which can fall into any one of the 4 categories of SEN (Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health Difficulties, Sensory and Physical Needs).

Strategies to support children with emotional and social development needs include:

- Provision plan with clear targets and success criteria
- Planned programme of support from SENCO/LSP's
- Home/school link book
- Referral to the Social, Emotional and Mental Health Team
- Referral to CAMHs
- 1:1 support when needed
- Support/supervision at unstructured times of the day including personal care
- Pupils' views are sought and they are regularly given the opportunity to voice their opinions on both an informal basis and on a formal basis in review meetings
- Pupils with SEN are encouraged to be part of the school council

We have a zero tolerance approach to bullying.

5.14 Working with other agencies

At St Pauls C of E Academy we communicate with a wide range of agencies to ensure that an individual pupils needs are met. The agencies that we work with include:

- Speech and Language Therapists
- Sandwell Inclusion Support Team
- Occupational Therapists
- Educational Psychologists
- Advisory Teachers
- The School Nurse
- CAHMS
- Education Welfare Officer
- Physiotherapy
- Social Services
- Preventing Primary Exclusions Team



We will also liaise with any other professional body that are involved in the wellbeing of the child.

5.15 Complaints about SEN provision

Complaints about SEN provision in our school should be made to the SENCO in the first instance. However, if the complaint is of a more serious nature then they should go directly to the Principal. 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

Speech and Language services – FASTA 0121 612 2010

Sandwell Inclusion Support – 0845 3527 552

Sandwell SEND Information, Advice and Support Service (SEND IASS) - 0121 555 1821

The National Autistic Society – www.autism.org.uk

MENCAP – www.mencap.org.uk

5.17 Contact details for raising concerns

Mrs Bobby Rainford

St Paul's C of E Academy

Robert Road

Tipton

DY4 9BH

0121 557 2573

principal@st-pauls.sandwell.sch.uk

5.18 The local authority local offer

Our local authority's local offer is published here: <http://www.sandwell.gov.uk/send>

6. Monitoring arrangements

This policy and information report will be reviewed by Mrs Bobby Rainford **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 Policy
- Medical Care Policy

Reviewed: September 2017

Agreed: September 2017

Review date: September 2018