

SEN Information Report
(Pending Governors' Approval - July 2017)

Headteacher: Mrs J. Moore

SENDco: Mrs K. Parkinson

SENDco: support: Mrs G. O'Shea

Special Needs Governor: Mrs B. Charles

On 1 September 2014, the government introduced changes to the way children and young people with special educational needs are supported. The changes were introduced through a new law, the Children and Families Act 2014, which applies to England only. The new Children and Families Act will mean changes to the law to give greater protection to vulnerable children, better support for children whose parents are separating, a new system to help children with special educational needs and disabilities, and help for parents to balance work and family life.

Although the law came into place on 1 September 2014, the change from the old system to the new one will happen at different stages over the next three years depending on where you live and your child's age. For example, if your child currently has a statement of special educational needs, this will not stop on 1 September 2014. It will continue until your local area has put the changes in place.

What is SEND?

(Definitions from the Department for Education)

A child has SEND if they have learning difficulty or disability which calls for special educational provision to be made.

A child of compulsory school age has a learning difficulty or disability if they have significantly greater difficulty in learning than the majority of others of the same age or has 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.

There are four principal areas of SEND:

- **Cognition and Learning**
 - Specific Learning Difficulty (SpLD) - Dyslexia, Dyscalculia, Dyspraxia
 - Moderate Learning Difficulty (MLD) - numeracy and literacy, speech or language delay, low self-esteem or concentration or under developed social skills.
 - Severe Learning Difficulty (SLD) - significant intellectual or cognitive impairments. Mobility, communication, perception or co-ordination difficulties.
 - Profound & Multiple Learning Difficulty (PMLD) - physical disabilities or sensory impairment.
- **Communication and Interaction**
 - Speech, Language and Communication Needs (SLCN)
 - Autistic Spectrum Disorder (ASD)
- **Social Emotional Mental Health**
 - ADHD
 - Emotional Behavioural Disorder (EBD)
 - Oppositional Defiant Disorder
 - Disruptive Behaviour Disorder
 - Attachment Disorder
 - Temper Tantrums
 - Obsessive Compulsive Disorder
- **Sensory and Physical**
 - Visual Impairment (VI)
 - Hearing Impairment (HI)
 - Multi-Sensory Impairment (MSI)
 - Physical Disability (PD)

How does the school know if children/young people need extra help?

- When your child starts school, we will contact any early years' settings, or other schools your child has previously attended to gather information about their needs.
- We will discuss your child with you.

- When children have already been identified with Special Educational Needs and Disabilities (SEND) prior to starting school, we work with the family and professionals to inform SEND provision and how it will be managed.
- Children are assessed regularly through termly assessments and throughout their lessons.
- If a child has not made the progress expected of them, even though the work is differentiated to meet their needs, we will contact you and may arrange a meeting with the Special Educational Needs Co-ordinator. (SENDCo).
- We successfully liaise with our 2-Year-Old Setting and our Pre-School, both of whom have their own identified SENDCo, ensuring early intervention and efficient and effective transition between all settings.

What should I do if I think my child/young person may have special educational needs?

- Firstly, make an appointment to discuss your worries with the class teacher.
- The class teacher may invite the SENDCo to the meeting. Your child's needs will be discussed and this is an opportunity to share information about what is working well at home and at school so that together we can make plans to support your child.

How will school staff support my child/young person?

- School will identify the child's rate of progress and make an assessment against national expectations.
- Together with parents, we will begin to identify barriers to learning and development.
- Where there is a special needs concern school carries out additional observations and assessments.
- The class teacher or Special Educational Needs and Disabilities Co-ordinator (SENDCO) shares this information with parents / carers.
- A decision will be made as to the best action to take. This may involve being placed on the Additional Needs list with a specific 'Child Centred Plan' which sets out SMART targets, stages the support and provision best suited to the needs of the individual

child. This will be discussed with you as a parent and with the child.

- The targets will be worked upon in small group work, individual one to one work or as home work with the class teacher or with a specific member of staff.

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

- Class Teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that learning tasks are adjusted to enable your child to access their learning as independently as possible.
- To support all children the school delivers the curriculum in different ways. This may mean small group intervention or individual support. These interventions may be daily or two or three times a week and will vary from ten minutes to approximately forty minutes, depending on the intervention. Teachers monitor the success of these interventions, judging their effectiveness by the impact on pupil's progress.
- We understand that children learn at their own pace so we closely monitor progress using 'Child Centred Plans'.
- Additional resources may be needed to aid access to the curriculum e.g. sloping desk, large text, pencil grips which enable your child to make progress. Suggestions are welcomed from parents regarding any additional resources which may help their child.
- We will keep you informed of any progress that is made in meeting the targets in the CCP.
- Specially trained support staff can implement the teachers modified/adapted planning to support the needs of your child where necessary.
- We use iPad Apps as well as other computing equipment and programs to support specific needs.
- We use a range of software to help children engage with subjects they find difficult, i.e. The Dragon Programme, My Maths, Education City, Phonics Play, Sticky Fingers, Precision Teaching etc. This helps children to become independent learners.
- We use visual timetables and various computing programs and countdown timers for children who need it.

How will both you and I know how my child/young person is doing and how will you help me to support my child's learning?

- All teachers check how well a child understands and makes progress in each lesson through ongoing formative assessments and evaluations.
- There are formal assessments during each term where your child is assessed.
- Work is moderated throughout the school to assure staff that their assessment is correct.
- You will be invited each term to discuss your child's progress through their specific targets and the next steps. These targets act as stepping stones to make sure that your child achieves at least as well as expected by the end of each phase of learning.
- We have an open-door policy which means that you can make an appointment to come and see your child's teacher at any time.
- Every child's progress is tracked and discussed by the Senior Leadership team.
- If your child needs specific interventions they will be discussed with you and staff will always explain how you can help at home.
- A child who is recognised as having more complex needs may need to access funding which is in addition to that which school already provides. Under the new bill there will be an Education, Health and Care (EHC) plan for children with complex needs. This will replace the previous Statement level. This plan will place emphasis on personal goals and will describe the support your child will receive. Where a child already has a Statement they will move over to the new system.
- The LA have published their local offer which lists the services and support you and your child can access.

What support will there be for my child's/young person's overall well-being?

- Every member of staff in St James' CofE Primary school cares for every child's well-being.
- The class teacher cares for your child's overall well-being.
- There are a group of dedicated Teachers Assistants who may work with your child, delivering interventions which have been planned by the teacher.

- The school has two Learning Mentors who works hard to meet your child's emotional, social, mental health and medical needs. The school pays into a service for a counsellor who attends school for a morning every week. Children who need this service are placed on a waiting list and receive an average of 10 counselling sessions.

How will the school prepare and support my child to join the school or to transfer to a new school or High school or to transfer to a new class?

- School encourages parents and children to visit the school to meet their new teacher prior to joining. There are New Intake sessions for Reception classes where key information is shared about the school, its routines and arrangements for visits.
- Parents are encouraged to speak to staff about any concerns at these meetings and at the Home Visits which are arranged prior to a child starting, if appropriate. Staff also visit a child's Early Years setting to discuss the child's development and progress.
- If a child starts mid-year, a member of the Leadership team will show the parents and child round the school and answer any queries. If SEND has already been established prior to starting school, a meeting between school, parents and any agencies involved will be arranged so that your child's needs are met from day one.
- Transition between classes is facilitated by visits to the next classroom and teacher in the weeks leading up to the summer break. This is particularly important for children who are on the Autistic spectrum or who suffer from other anxiety related conditions.
- Similarly, arrangements with the High School or other receiving school are made in advance of transition, to allow children with SEND or other vulnerable children to visit the school and meet key staff. An essential element of transition at any stage is the quality of communication between schools or classes regarding each child's individual needs; we ensure that these conversations are facilitated.

What specialist services and expertise are available at or accessed by the school?

- The teacher has a strong knowledge of your child's need and learning style.
- All teaching is based upon building on what your child already knows, can do and can understand.
- Different ways of teaching are in place, so that your child is fully involved in learning in class. This may involve more practical learning.
- The class teacher and Teaching Assistants have a close working relationship and collaborate effectively to ensure that your child's needs are met. Specific strategies (which may be suggested by the SENCO or other agencies) are in place to support your child's learning.
- At times, school needs to ask for advice from other agencies. This will always be done in consultation with home. If it is agreed that the support of an outside agency is a way forward, you will be asked to give your permission for the school to refer your child to a specialist professional. Referrals we make include;
 - TESS, Targeted Educational Support Service
 - Occupational Health
 - Educational Psychology
 - Speech and Language (Health Service)
 - Occupational Therapy
 - The Children and Disabilities Service including Hearing Impaired, Language impaired, Visually Impaired, the ASD Pathway, the ADHD Pathway
 - Counselling
 - Behaviour Service
 - Traveller Service
 - English as an Additional Language Service
 - Child and Adolescent Mental Health
 - School Nurse, Community Paediatrician

As part of the referral, the agencies value parents and children's views and you may be asked to a meeting with these people.

What training are the staff supporting children and young people with SEND had or are having?

- The SENDCo attends Local Authority Briefings to keep up to date with any legislative changes in SEN and the most up to date practice and provision. This is then shared with all school staff through staff meeting and training.
- Support staff have training for various interventions such as Letters and Sounds, Maths Recovery, Talking Maths etc.
- Teachers keep up to date with new initiatives to help all children.
- Staff have training regarding medical needs as required.
- We deliver speech & language programmes provided by the Speech Therapy Service. A therapist will demonstrate to school staff how to use the programme and this will then be delivered and assessed after a given period.
- A wide range of staff: senior leaders, class teachers, teaching assistants and sports assistant, are trained in Manual Handling.

How will my child/young person be included in activities outside the classroom, including school trips?

- The school acknowledges that all pupils are fully included within school life. Provision will be made for all pupils to access all areas of the curriculum including extra-curricular activities. We will always contact you before a planned activity if we think your child may require additional support, to meet required health and safety standards. This may involve a specific risk assessment to identify any additional support needs your child may have to ensure full participation. A Personal Care Plan will also be designed, if a child is attending a residential, thus needing overnight care.

How accessible is the school environment?

- Any specific physical requirements will be assessed individually and equipment will be provided to meet those needs with the help of Local Authority SEND services. St James' CofE Primary is single story and has full disabled access, including two disabled toilets and wet room with hoist facilities.

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

- We listen to the views and opinions of the child in making plans for their support. It is very important that parents and school work with your child to decide what support is needed.
- The SENDCo with the class teacher will then suggest types of intervention and will organise an appropriate programme of work.
- Should your child need additional support above that provided through the school budget, it may be appropriate to apply for additional funding through an Educational Health Care Plan. (EHC) The school will support you through this process. The Local Authority will make the decision as to whether an EHC will be needed.

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

Parents are the first educators of their child and school staff value and recognise this very important role. There are many ways parents may support and be involved in the life of the school. Here are some examples:

- Attending parent - teacher meetings
- Volunteering in the classroom e.g. supporting reading, engaging children in practical activities
- School trips
- Supporting your child with homework
- Attending collective worship, assemblies, sports days, church, concerts
- Attending curriculum celebration meetings
- Parents are regularly encouraged to give feedback to teachers and senior leaders about their children and events held in school. This information helps school to plan for the future and to ensure that needs are met appropriately

Response to complaints

Parents or children who are dissatisfied with any aspect of the special needs support offered should make their complaints:

- In the first instance to the Class Teacher
- Referred to the SENDCO
- Referred to the Head of School

- If a parent is still unhappy, she/he can put her/his complaint in writing to the Chairperson of the Governing Board and follow the complaints procedure as indicated in the 'Complaints Policy'
- Further appeal can be made to the L.A. by contacting The Parent Partnership Office
- If parents have any complaints about bullying due to their child having SEND please follow the above complaints procedure

Who can I contact for further information?

- Mrs J. Moore (Head Teacher), Mrs K. Parkinson (SENDCo), Mrs G. O'Shea (SENDCo support)
- Tel: 01942 703952

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Wigan Local Authority support:

- <http://www.wigan.gov.uk/>
- <http://www.wigan.gov.uk/Resident/Education/Special-Educational-Needs-and-Disability/Special-Educational-Needs-and-Disabilities.aspx>
(Local Offer)

Other websites which may be useful - explaining the new legislation

<https://www.gov.uk/government/news/landmark-children-and-families-act-2014-gains-royal-assent>

<http://www.cafamily.org.uk/get-involved/campaigning/children-and-families-bill/>

<http://www.preparingforadulthood.org.uk/resources/pfa-resources/factsheet-the-children-and-families-act-and-the-care-act>

http://www.nspcc.org.uk/Inform/research/briefings/children-families-act-2014_wda102643.html

<http://www.wigan.gov.uk/Business/Professionals/SEND/High-Expectations-for-All.aspx>

<https://www.gov.uk/government/publications/send-guide-for-parents-and-carers>