

St Swithun's Catholic Primary School Special Educational Needs (SEN) Information Report 2015

This SEN information report follows the regulations set out in the Special Educational Needs and Disability Code of Practice (2015) paragraph 6.79.

The kinds of SEN provided for in the school

The majority of SEN provision in the school relates to aspects of learning, particularly developing literacy and numeracy skills. We also provide for children who experience some difficulties with communicating or in building relationships with other pupils or with adults. We can support children with sensory impairments, but the building has limited access for children and adults using wheelchairs.

Identifying and assessing SEN

The 'SEN pathway':

- (i) A concern is raised by parent(s) or carers, by teachers or by support staff; also records from previous school settings may indicate aspects of SEN
- (ii) Initial response is via the class teacher, in consultation with parents/ carers
- (iii) Further discussion can be held with the school's Special Educational Needs Co-ordinator (SENCO), who might then conduct or arrange for individual diagnostic assessments with the child
- (iv) Advice from external agencies can be gained via a referral made in liaison with parents/carers
- (v) The SEN team at Portsmouth City Council can be brought in via a referral for an Education Health and Care Plan Assessment.

If a child is identified as having a special educational need then, in liaison with their parents/carers, they are placed on the SEN register at 'SEN Support' (SS) in line with the SEND Code of Practice and relevant information is disseminated to all appropriate staff.

NB A child is *not* identified as having a special educational need simply because they are not making expected academic progress. This is one potential indicator, but there can be many reasons for this other than a special educational need.

Consulting and involving parents

Class teachers will discuss with parents any concern they have. There are parents' evenings each term, but teachers also speak with parents either directly or by phone. Appointments can be made by parents/ carers for longer discussion with teachers and/ or the school's SENCO. Any SEN provision will be discussed with parents before it is begun. Parents who wish to discuss their child's needs are asked to contact the class teacher as the first port of call.

Consulting and involving children

Teachers and teaching assistants will talk with children about their own work and their progress and agree with them how to best support them. Those children with statements of educational need or

Education, Health and Care Plans (EHCPs) will complete a booklet called 'This is me'.
Formative assessment (Assessment for Learning) is a major focus of teaching throughout the school and discussing work and progress with children is an essential aspect of this strategy.

Assessing and reviewing progress towards outcomes

All children's progress is reviewed at least half termly against agreed standards. Each term 'Pupil progress meetings' are held to formally review progress. These meetings are held between class teachers, the head teacher and the deputy head teacher. Children who are receiving specific programmes of support are regularly reviewed by the class teacher, teaching assistant and SENCO. As well as this, children who have a statement of educational need or an EHCP are formally reviewed once a year. Children's progress is discussed with parents at the termly parents' meetings.

Supporting children moving to new classes or schools

On moving to another year group or on to another school all SEN records are passed on to the new teacher or sent by the school office to the receiving school. Where appropriate the SENCO at St Swithun's will liaise directly with the SENCO at the new school.

On moving to secondary school:

- During the summer term the SENCO at St Swithun's will pass on to the SENCO at the appropriate secondary school a list of pupils with SEN and give an outline of the need and the provision required to meet that need
- A meeting is likely to be held between the two SENCOs to discuss specific pupils
- Where an EHCP is in place, the SENCO of the secondary school will be invited to attend the year 6 annual review if that secondary school placement has been agreed
- Where appropriate, specific visits are organised to the new secondary school in addition to those normally provided

Teaching children with SEN

Provision for SEN follows a progression:

- (i) High quality teaching in class with teachers differentiating the curriculum
- (ii) Trained and experienced support staff providing help in class lessons, which includes promoting independence in learning
- (iii) Specific intervention programmes in small groups either within or outside of the class
- (iv) Regular individual intervention programmes outside of class

Where external agencies have been involved for more than a term and there remains concerns over a child's progress, a referral may be made to the Local Authority requesting an 'Education Health and Care Plan Assessment'. This will always be made in liaison with parents/ carers. This referral will be made by the SENCO. The referral may result in the issuing by the local authority of an EHCP.

An EHCP sets out:

- The aims, wishes and aspirations of parents/carers and the pupil
- The pupil's strengths
- Areas of SEN

- Outcomes for that pupil in the longer term (usually over the length of a Key Stage) and shorter term (over the course of one year)
- The provision needed to achieve those outcomes, with a breakdown of funding required to enable that provision to happen
- Details of any personal budget
- Information regarding any health or social care provision required to help meet the educational outcomes specified in the plan
- Who has been involved in writing the EHCP and dates for reviewing it – which must be within twelve months of the plan being issued. It is the responsibility of the SENCO to arrange this Annual Review.

The EHCP is a statutory document placing a legal obligation upon both the school and the local authority to comply with its provisions.

Adapting the curriculum and learning environment

Whatever the special educational needs of a child, the class teacher remains responsible for their education. Teachers' planning includes how the curriculum is being adapted to meet the needs of all the children in their class. This planning is monitored by the senior leadership team in the school. Adaptations will include teaching the same concepts to the whole class, but at different levels for different groups of children. Adaptations can also include using different ways to record ideas and knowledge, such as voice recorders or computers; using apparatus such as coloured overlays to help in reading; or physical objects such as wedge cushions to help children with their posture. Children with sensory impairments are seated carefully within the class where they can see or hear best.

Staff training and expertise

The school's Inclusion Manager, incorporating the role of Special Educational Needs Co-ordinator (SENCO), is Ros Wilding, who has been SENCO in Portsmouth since 2008 and a teacher since 1997. Ros is a member of the school's Senior Leadership Team (SLT) who works at St Swithun's two days a week and is best contacted via email rwilding@st-swithuns.portsmouth.sch.uk/. In addition to Ros, we have a highly experienced Higher Level Teaching Assistant for Inclusion who has worked in schools in Portsmouth since 2001. Shireen Hawkins works in school 5 days a week delivering support to individual children as well as supporting teaching staff and teaching assistants working with children individually, in groups and in class.

The school's SEN/Inclusion governor is Kate Reynolds and can be contacted via the school office.

All teachers have a general knowledge and understanding of SEN through their initial teacher training, with several undertaking specific undergraduate projects or placements on aspects of SEN such as autism. Several have previously worked in special educational needs settings. Through their continuing professional development and previous experience the teaching staff at St Swithun's between them have a knowledge and understanding of:

- the relationship between SEN and English as an Additional Language
- literacy programmes such as Better Reading Partnership

- intervention strategies such as Precision Teaching
- speech, language and communication issues
- autism
- dyslexia
- behaviour support

- a range of sensory impairments
- Down Syndrome

We have one teacher trained in and delivering Every Child a Reader (ECAR) and another teacher who is a qualified communicator with the deaf.

All support staff (teaching assistants) have experience of supporting children with SEN within the class room and in small group or individual programmes. They have received training in specific intervention programmes and some have had training in aspects of SEN such as specific learning difficulties in literacy or numeracy. Several have specific graduate or post-graduate qualifications in aspects of SEN.

Measuring the effectiveness of SEN provision

At the start of specific SEN programmes measurements are taken such as reading or spelling scores and they are taken again every half term to ensure that progress is being made. The expectation is that, for the vast majority of children, progress via a specific programme will be double that of their age, so, over a three month period we would expect at least a six month increase in scores. Class teachers and support staff discuss with the SENCO on a regular basis the impact of SEN programmes on the child's performance in class lessons.

Children's engagement in whole-school activities

All children identified as having special needs participate in all aspects of school life, such as P.E., music, assembly and school trips.

Social and emotional development

Children experiencing social and emotional difficulties are supported through the general pastoral strength of the whole school staff, especially that of their class teachers. Specific programmes are available for aspects of social and emotional development under the supervision of the SENCO and, where appropriate, a speech and language therapist. These programmes will either be in small groups or set up for individual children.

Linking with outside agencies

External agencies are drawn upon when either the need of the child is immediately deemed to be greater than can realistically be met from within the school's own expertise or where the above provision has been put in place for a reasonable length of time (at least half a term) and concerns remain about a lack of progress. All referrals to external agencies are made through the SENCO, the head teacher or the deputy head teacher. External agencies who work with the school include:

- Educational psychologists
- Speech and language therapists
- Occupational therapists
- Physiotherapists
- Specialist teachers in sensory impairment or specific learning difficulties
- Ethnic Minority Achievement
- Multi-agency Behaviour Support Service (MABS)
- Child and Adolescent Mental Health Service (CAMHS)

Their involvement is always with the consent of parents/carers and is aimed to provide more detailed and specialist assessment of and advice for children.

Handling complaints

Parents who wish to discuss areas of concern about SEN provision are asked to contact their child's class teacher to arrange a meeting. They can also speak directly with the SENCO or head teacher at an agreed time. If complaints are not resolved via this process, parents are asked to contact the chair of governors via the school office. Please refer to the school's Complaints Policy for more information.

Further information is available via Portsmouth City Council's Local Offer:

www.portsmouthlocaloffer.org