

SEN policy and information report

St Swithun's Catholic Primary School



Approved by: Governing Board

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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 and how to contact them
- Explain the types of SEN we ordinarily provide support for
- Explain the different levels of SEN, from those which teachers can readily adapt the curriculum / environment for, to those which are more complex and require higher levels of support and planning
- Set out approaches which ensure that children are included as much as possible and adaptations are made for their needs in line with the Disability Code of practice (2015)
- Outline how we work with the children, parents, staff and outside agencies in order to reach the best possible outcomes for the children and their families.

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.

4. Roles and responsibilities

4.1 The SENCO

The SENCO is Ros Wilding, who can be contacted through the school office. The SENCO 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
- Ensure the school keeps the records of all pupils with SEN up to date.

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

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/severe/profound 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.

If a child is identified as having needs which need a more individualized approach they will be put on the SEN Pathway.

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 and to link home and school
- (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 to decide whether the child would be registered as having a special need
- (iv) 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.
- (v) Advice from external agencies can be gained via a referral made in liaison with parents/carers
- (vi) The SEN team at Portsmouth City Council can be brought in via a referral for an Education Health and Care Plan Assessment if the need is complex and long term

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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
- Parents will be given any reports/ reviews and an opportunity to discuss these.

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.

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 through a pupil passport. 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

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. During the summer term, the SENCO at St Swithun's will pass on to the SENCO at the appropriate secondary school a list of Year 6 pupils with SEN and give an outline of the need and the provision required to meet that need.

A meeting may be held between the two SENCOs to discuss specific pupils. If 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.

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

Provision for SEN follows a progression:

1. High quality teaching in class with teachers differentiating the curriculum
2. Trained and experienced support staff providing help in class lessons, which includes promoting independence in learning
3. Specific intervention programmes in small groups either within or outside of the class- e.g. phonics groups, hand gym, springboard Maths, Speech and Language groups, High Five (Reading intervention)
4. Regular individual intervention programmes outside of class e.g. Fisher Family Trust/ BRP (individual reading programmes), 1:1 speech and language, Toe by Toe/ Reading Reflex (dyslexic programmes), Accelleread, Accellerwrite, Precision teaching for spelling, Speed up (handwriting programme)
5. 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.

The EHCP referral will be made by the SENCO and 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
- The 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.

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.
- Use of seating such as individual work spaces/ visual and hearing needs at the front of the class.

5.8 Additional support for learning

We have 14 teaching assistants who are trained to deliver interventions such as : Fisher Family Trust/ BRP (individual reading programmes), 1:1 speech and language, Toe by Toe/ Reading Reflex (dyslexic programmes), Accelleread, Accellerwrite, Precision teaching for spelling, Speed up (handwriting programme)

Teaching assistants will support pupils on a 1:1 basis when the child has an Education, Health and Care Plan or if they are placed on a 1:1 intervention for short term input in a specific area of need. This would be in the afternoon for a specific number of weeks.

Teaching assistants will support pupils in small groups when the class teacher allocates a group extra support which enables more progress for that lesson

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

- Speech and language therapy (NHS and Springboard Speech and Language who work regularly with some children)
- Educational Psychologist
- Visual Impairment
- Occupational Therapy
- CAMHs
- Physiotherapy.

5.9 Expertise and training of staff

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. Shireen is also our ELSA (Emotional Literacy Support Assistant). She works in groups and 1:1 to help support children with social and emotional issues.

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/FFT
- intervention strategies such as Precision Teaching
- speech, language and communication issues
- autism
- dyslexia
- behaviour support
- a range of sensory impairments
- Down Syndrome.

We have two TAs trained in FFT 1:1 reading programme and 1 in BRP and a 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

5.10 Securing equipment and facilities

Using outside agency advice some children require equipment to support their learning. We will follow advice and provide such resources as they are needed. These might include seating cushions, IT support, writing slopes, pencil grips, coloured overlays etc.

5.11 Evaluating 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.

5.12 Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

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

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 trips and we will work closely with parents to make whatever adaptations we can to help this.

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

All staff have a responsibility to help all children feel emotionally secure and develop friendships. Children with SEN are a particular focus and often staff will spend extra time talking, observing and working with these children

We have an ELSA (Emotional Literacy Support Assistant) who will work on areas such as resilience, grief, emotions, social skills as a 1:1 or group intervention

We also work very closely with parents who we encourage to let us know if anything has happened that may be useful for us to know to support our children.

5.14 Working with other 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
- Portsmouth SEN partnership
- 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.

5.15 Complaints about SEN provision

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.

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

Portsmouth Parent Voice is a charity, supported by the local authority, based in the Frank Sorrell Centre. It aims to help parents access the support they need, through advice, workshops and meeting other SEN families/agencies. For details contact ppvcoordinator@p-d-f.org.uk or call 07712439159

5.17 Contact details for raising concerns

Please contact rwilding@st-swithuns.portsmouth.sch.uk

5.18 The local authority local offer

For more information about ours and city wide offer for SEN go to www.portsmouthlocaloffer.org

6. Monitoring arrangements

This policy and information report will be reviewed by the SENCO **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.