



St Swithun's Catholic Primary School



Policy for Special educational needs (SEN) information report

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Policy Owner:	SENDCo	Policy Audience:	Whole school
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Dear Parents and Carers

This information report aims to explain how we implement our SEND policy. In other words, we want to show you how SEND support works in our school. We understand that some pupils require more support than others and that all pupils need to feel valued and have positive relationships.

If you want to know more about our arrangements for SEND, please read our SEND policy which is available on our website.

Note: If there are any terms, we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

1. What types of SEN does the school provide for?

Our school provides for pupils with the following needs:

AREA OF NEED	CONDITION
<p>Communication and interaction</p>	<p>Attention / Interaction skills:</p> <ul style="list-style-type: none"> • May have difficulties ignoring distractions • May need reminders to keep attention • May need regular prompts to stay on tasks • May need individualised motivation to complete tasks • May have difficulty attending in whole class • May struggle with some interactions with others • May struggle with peer relationships • May not be able to initiate or maintain a conversation <p>Understanding / Receptive Language:</p> <ul style="list-style-type: none"> • May need visual support to understand or process spoken language • May need augmented communication systems • May have frequent misunderstandings • May need repetition of language and some basic language needs to be used to aid their understanding e.g. picture cards <p>Speech / Expressive Language:</p> <ul style="list-style-type: none"> • May use simplified language and limited vocabulary • May have difficulties following conversations or other people's ideas • May need to request frequent clarification on what is being said to them • May show some immaturities in the speech sound system • May have difficulties understanding grammar • May have difficulties with phonological awareness
<p>Cognition and learning</p>	<p>Specific learning difficulties, including dyslexia, dyspraxia, and dyscalculia can make learning and accessing the curriculum more challenging.</p>

	<p>Moderate learning difficulties, which may encompass:</p> <ul style="list-style-type: none"> • Reading, writing, and spelling • Numerosity • Comprehension • Processing such as sequencing, inference, coherence, and elaboration • Working memory • Short-term verbal memory • Other types of executive function difficulties <p>Severe learning difficulties can affect children who find communication difficult and need support with daily activities including self-care.</p>
<p>Social, emotional and mental health</p>	<p>May have difficulties with social and emotional development which may lead to or stem from:</p>
	<p>Specific medical conditions</p> <ul style="list-style-type: none"> • Gross/fine motor skills • Visual/hearing impairment • Accessing the curriculum without adaptation • Physically accessing the building(s) or equipment • Over sensitivity to noise/smells/light/touch/taste • Toileting/self-care • Hearing impairments <ul style="list-style-type: none"> • Social isolation • Behaviour difficulties • Attention deficit hyperactivity difficulties (ADHD) • Attention deficit disorder (ADD) • Anxiety and depression • Attachment disorders • Low self-esteem • Issues with self-image
<p>Sensory and/or physical</p>	<p>May have medical or genetic conditions that lead to difficulties</p>

SENDCo

Our special educational needs co-ordinator, or SENDCo, is Sarah Palmer-Haynes.

Sarah has been working with children with special educational needs for over 10 years. Before becoming a teacher, she worked as a signer for deaf children in mainstream schools to support accessing the curriculum. Before this, she taught dance to children including supporting children with special educational needs. Since qualifying as a teacher Sarah has achieved the National Award in Special Educational Needs and works closely with SENDCos across the city continuing to improve provision and support for children at St Swithun’s. Sarah is also trained to use the ND (neurodiversity) profile, where children and families work together to unpick some more complex needs, and a plan is put together to support the child at school and if needed at home. Sarah works four days a week in her role as SENDCo working closely with children and families to ensure that the right support is given. Sarah is also a designated safeguarding officer.

Family Support Officer

Our Family Support Officer is Shireen Hawkins. Shireen has been working across schools in Portsmouth for many years as a higher-level teaching assistant (HLTA). She has always worked closely with our families and has now taken on this new role to support families that are experiencing difficulties in many aspects of their family dynamics for example, attendance, financial difficulties, pastoral care, behaviour challenges, etc. Alongside this role, Shireen is also our ELSA support worker providing emotional interventions for children experiencing difficulties in this area. Shireen is also the Deputy Designated Safeguarding Lead.

Teachers

All of our teachers are responsible for all pupils in their class. High-quality teaching is personalised to meet every child's needs. These approaches are the first stages of supporting children with SEND. Teachers receive in-house SEND training and are supported by the SENDCo to meet the needs of all pupils who have SEND. All of our teachers and TAs have a program of regular professional development in SEND with a good knowledge and understanding in specific areas of SEND including:

- Inclusion of all pupils in the classroom
- Dyslexia Awareness
- ADHD
- Language Disorders
- Autism (ASD)
- Down Syndrome
- Dyspraxia
- Attachment disorder
- De-escalation strategies
- Deaf Awareness
- Foetal Alcohol Syndrome (FASD)
- Behaviour management
- Trauma
- Working memory difficulties

Staff have received training in recognising mental health difficulties in children and promoting positive mental health. This is regularly added to as training becomes available and in response to the needs of the pupils in our school. The school also receives regular support from our school advisor from the NHS Mental Health Support Team (MHST). As a staff we have regular training and updates of conditions and medication affecting individual children, e.g. asthma and EpiPen training, so that all staff can manage medical situations.

Teaching assistants (TAs)

We have a team of TAs who are trained to deliver SEN provision. We have teaching assistants who are trained to deliver interventions such as ELSA, pastoral support, Read Write Inc and Destination Reader, as well as a wide range of neurodiversity needs.

External agencies and experts

Sometimes we need extra help to offer our pupils the support that they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEND and to support their families.

These include:

- Speech and language therapists

- Educational psychologists
- GPs or Paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services and other LA-provided support services
- Voluntary sector organisations
- Outreach specialists
- Multi Agency Behaviour Services (MABS)
- Family Values
- Neurodiversity Team

2. What should I do if I think my child has SEN?

If you are concerned that your child needs support at school regarding learning it is important to raise these with us. The table below gives clear steps for you to follow:

Tell us about your concerns	We will invite you to a meeting to discuss them	We will decide whether your child needs SEN support
<p>If you think your child might have SEN, the first person you should tell is your child’s teacher.</p> <p>You can contact your child’s teacher via email correspondence@sscps.co.uk or call our office at 02392 829339 and book an appointment.</p> <p>They will pass the message on to our SENDCo, Sarah Haynes, who will be in touch to discuss your concerns.</p> <p>You can also contact the SENDCO directly, by email, SENCo@sscps.co.uk.</p>	<p>We will meet with you to discuss your concerns and try to get a better understanding of what your child’s strengths and difficulties are.</p> <p>Together we will decide what outcomes to seek for your child and agree on the next steps.</p> <p>We will make a note of what’s been discussed and add this to your child’s record. You will also be given a copy of this.</p>	<p>If we decide that your child needs SEN support, we will formally notify you in writing and your child will be added to the school’s SEND register.</p>

3. How will the school know if my child needs SEN support?

All our class teachers are aware of SEND and identify any pupils who aren’t making the expected level of progress academically, socially or with mental health. This might include finding reading challenging or finding phonics difficult to access. Mathematics and writing progress may not be in line with the teacher’s expectations. Some children may present with communication difficulties and find friendships difficult to develop. These are just some of the signs that teachers would raise with the SENDCo.

If the teacher notices that a pupil is falling behind, they try to find out if the pupil has any gaps in their learning and begin to offer support through ordinary available provision supported by the SENDCo. Parents will be made aware of the provision and updated on progress.

If the pupil is still struggling to make the expected progress, the teacher will talk to the SENDCo, and parents will be contacted to discuss the possibility that their child has some learning needs where more personalised support is needed.

The SENDCo will observe the pupil in the classroom and other settings, if necessary, to see what their strengths and challenges are. Discussions with the child's teacher(s) will take place, including discussing their progress, attainment, or behaviour. Discussions around progress and attainment may include comparing progress with the child's peers and national data.

The SENDCo will seek the opinion of the child's family and speak to the child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.

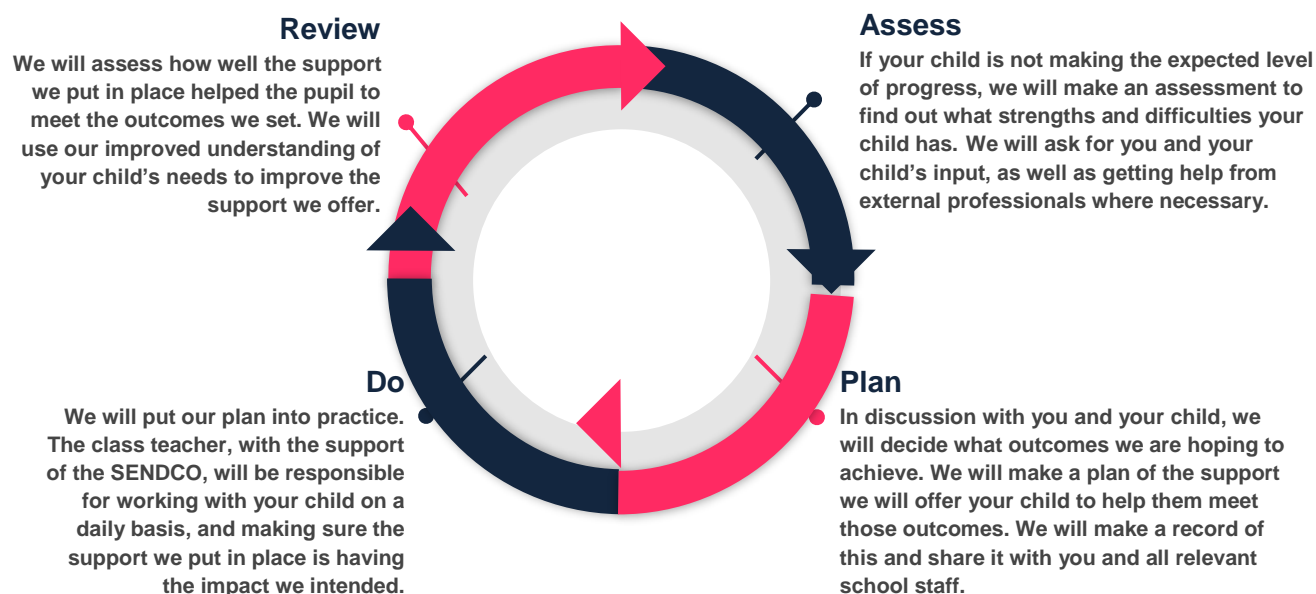
Based on all of this information, the SENDCo will decide whether your child needs SEN support. You will be told the outcome of the decision.

If your child does need SEN support, their name will be added to the school's SEND register, and the SENDCo will work with you to create an individual personalised support plan for them.

An Educational Health Care Plan (EHCP) will be requested if the child's needs are considered more complex and they need more support than is available e.g. 1:1 adult support.

4. How will the school measure my child's progress?

We will follow the 'graduated approach' to meeting your child's SEND needs. The graduated approach is a 4-part cycle of **assess, plan, do, and review**.



As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue and the school's targets, strategies, and provisions will be revisited and refined.

5. How will I be involved in decisions made about my child's education?

We will provide reports on your child's progress, so you are fully informed and are part of the process.

Your child's class teacher will meet you as and when needed to update you on the progress and to discuss if further advice and support is necessary.

- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

The SENDCo may also attend these meetings to provide extra support.

We know that you're the expert when it comes to your child's needs and aspirations. So, we want to make sure you have a full understanding of how we're trying to meet your child's needs so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEN support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion, we will make a record of any outcomes, actions, and support that have been agreed. This record will be shared with all relevant staff, and you will be given a copy.

If you have concerns that arise between these meetings, please contact your child's class teacher. As stated above please use the email address provided.

6. How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age and level of competence. We recognise that no two children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Prepare a presentation, written statement, video, drawing, etc.

- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey

7. How will the school adapt its teaching for my child?

Your child’s teacher is 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 your child’s needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will adapt learning and activities around the curriculum to suit the way the pupil works best. There is no 'one size fits all' approach to adapting the curriculum, we adapt on an individual basis to make sure the adaptations we make are meaningful to your child.

These adaptations include:

- Adapting our curriculum to make sure all pupils can access it, for example, by grouping, 1-to-1 support if required, adapting the teaching preference or content of the lesson, etc.
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Teaching assistants will support pupils on a 1:1 or small group basis when delivering bespoke interventions.
- Teaching assistants will support pupils in small groups such as phonics interventions, social communication interventions, pre-learning and vocabulary sessions to name a few

We may also provide interventions that are delivered on a 1:1 basis to ensure that the individual’s needs are met and they can learn confidently with a high level of support. Small group interventions are also often delivered to support social skills and develop positive relationships.

AREA OF NEED	CONDITION	HOW WE SUPPORT THESE PUPILS
Communication and interaction	Autism spectrum disorder	The big 5 gives a child all the information needed when there is a change of lesson/teacher etc. <ol style="list-style-type: none"> 1. Visual timetables 2. Other visual aids 3. Safe space 4. Social stories 5. Sensory box including ear defenders Timers to help with NOW and NEXT activities. Sensory breaks Co-regulation time One voice

	Speech and language difficulties	Speech and language therapy Visual aids Pre-vocabulary Social interventions Time
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	Writing slope Wobble cushions Screens to support focus Sensory and brain breaks Coloured paper if suggested by a specialist Shorter tasks Task Masters – reminder for each step Brain breaks Work alongside Methods demonstrated
Social, emotional and mental health	ADHD, ADD	Quiet workstation Now and Next Shorter activities Sensory room Sensory circuits Sensory resources Visual timetable Predictability Notice of changes/trips/change of teacher Social stories
	Adverse childhood experiences and/or mental health issues	Nurture groups ELSA One voice Regulation Now and Next boards Emotion wheel Sensory play
Sensory and/or physical	Hearing impairment	Considered seating arrangements Visual support Using visual clues to help support instruction and understanding of language
	Visual impairment	Limiting classroom displays Seating considered Enlarged print Coloured paper if required
	Multi-sensory impairment	Sensory breaks Sensory equipment Sensory circuits Break from the classroom
	Physical impairment	Arranging classrooms and learning areas so they are as accessible as possible

These interventions are part of our contribution to Portsmouth’s Local Offer.

8. How will the school evaluate whether the support in place is helping my child?

We will review targets to ensure provision is having a positive impact. Teachers and TAs will know and understand the specific needs of your child and continual assessment will take place in the classroom daily.

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their goals each half-term
- Reviewing the impact of interventions after a few weeks and then at the end of each half-term
- We will talk to the child to see how they are feeling about their learning and progress
- Monitoring by the SENDCo
- Using individual learning plans to measure progress
- Holding an annual review (if they have an EHCP)

9. How will the school resources be secured for my child?

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- More teaching assistant hours
- Further training for our staff
- External specialist expertise

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

The school will cover up to £6,000 of any necessary costs. If funding is needed beyond this, we will seek it from our local authority.

10. How will the school make sure my child is included in activities alongside pupils who don't have SEND?

Our children with SEND will have the same opportunities as all pupils in the school whenever possible and will receive extra support if required.

All pupils are encouraged to go on our school trips, including our residential trips to Stubbington and PGL, whenever possible.

All pupils are encouraged to take part in sports day, workshops and day trips which link to our curriculum, whenever possible.

We will make reasonable adjustments, wherever possible, to make sure all children can be included whenever possible.

11. How does the school make sure the admissions process is fair for pupils with SEN or a disability?

Please see our admissions policy which is available on the school's website.

12. How does the school support pupils with disabilities?

The school is accessible to all children, parents/carers, and visitors with:

- A disabled toilet facility
- On-site parking
- Access ramps in different areas of the school site

Please also refer to our accessibility plan.

13. How will the school support my child's mental health and emotional and social development?

Children's mental health and social development is extremely important at St Swithun's and we work closely with our children and families to support their development. We work closely with MHST which can offer extra support if needed.

We provide support for pupils to progress in their emotional and social development in the following ways:

- Pupils with SEND are encouraged to be part of the school council
- Pupils with SEND are also encouraged to be part of Mini Vinnies, promoting the catholic life of our school
- We provide extra pastoral support for listening to the views of pupils with SEND who can be seen by our Family Support Officer as well as the SENDCO and class teachers

Please also see our anti-bullying policy.

14. What support will be available for my child as they transition between classes or settings or in preparing for adulthood?

To ensure transitions are smooth, teachers meet for thorough handover meetings to ensure that your child's needs have been explained and the support in place is to continue. Children have the opportunity to visit their new classes and meet their teachers before Move Up Morning which reduces anxieties and allows them to become familiar with their new surroundings. If moving to a new school, transition days are organised by the SENDCo to allow children to see the new setting. If your child has an EHCP, a Preparing for Adulthood section in the Annual Review paperwork is completed and targets are set with their needs in mind. A more enhanced transition plan may be created. This will outline the support needed to ensure a smooth transition and may involve additional visits.

Moving to Secondary School

The SENDCo of the secondary school will come into our school for a meeting with our SENDCo. They will discuss the needs of all the children who are receiving SEN support to inform them on how best to put support in place.

Pupils will be prepared for the transition by:

- Visiting the new setting with a familiar adult
- Having the opportunity to ask questions
- Know a trusted person they can go to if they are worried or concerned
- Robust handover with new SENDCo

15. What support is in place for looked-after and previously looked-after children with SEN?

Jenny Verhiest, our headteacher, is the Designated Teacher for looked-after children and previously looked-after children here at St Swithun's.

Jenny Verhiest will work with Sarah Haynes, our SENDCo, to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked after or previously looked after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHP are consistent and complement one another.

16. What should I do if I have a complaint about my child's SEND support?

Complaints about SEND provision in our school should be made to the headteacher in the first instance. They will then be referred to the school's complaints policy.

If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the pupils themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).

If you feel that our school discriminated against your child because of their SEND, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: <https://www.gov.uk/complain-about-school/disability-discrimination>.

You can claim alleged discrimination regarding:

- Admission
- Exclusion
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

Portsmouth City Council makes its Disagreement Resolution arrangements through GLOBAL MEDIATION: www.globalmediation.co.uk; info@globalmediation.co.uk.

17. What support is available for me and my family?

If you have questions about, SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child, and your family.

To see what support is available to you locally, have a look at the Portsmouth Local Offer which publishes information about the local offer on their website:

[Home > Portsmouth Local Offer](#).

Our local special educational needs and disabilities information advice and support services (SENDIASS) organisations can be found here: <https://portsmouthsendiass.info>.

Local charities that offer information and support to families of children with SEND are:

<https://www.schoolhomesupport.org.uk> - school home support

<https://www.otw.org.uk/> - Over the wall – helping children and families

[Links \(portsmouthparentvoice.org\)](https://portsmouthparentvoice.org) – Portsmouth parent voice

[Portsmouth community groups join forces to support SEND families - Shaping Portsmouth](#)

National charities that offer information and support to families of children with SEND are:

- [IPSEA](#)
- [SEND family support](#)
- [NSPCC](#)
- [Family Action](#)
- [Special Needs Jungle](#)

18. Glossary

- **Access arrangements** – special arrangements to allow pupils with SEND to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a pupil’s EHC plan
- **Area of need** – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional, and mental health needs.
- **CAMHS** – child and adolescent mental health services
- **Differentiation** – when teachers adapt how they teach in response to a pupil’s needs
- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will assess to decide whether a child needs an EHC plan
- **EHCP** – an education, health, and care plan is a legally binding document that sets out a child’s needs and the provision that will be put in place to meet their needs
- **First-tier tribunal/SEND tribunal** – a court where you can appeal against the local authority’s decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND
- **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil’s needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **Local offer** – information provided by the local authority that explains what services and support are on offer for pupils with SEN in the local area
- **MABS** – Multi Agency Behaviour Support
- **ND Team** – Neurodiversity Team
- **Outcome** – a target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment
- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child’s disability
- **SENDCo or SENCo** – the special educational needs and disability co-ordinator
- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities

- **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- **SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN
- **SEN support** – special educational provision that meets the needs of pupils with SEN
- **Transition** – when a pupil moves between years, phases, schools, institutions or life stages

19. Links to other policies

- Admissions
- Accessibility Plan
- Anti-bullying
- Behaviour and Exclusions
- Behaviour Principles Written Statement
- Children with Health Needs Who Cannot Attend School
- Complaints
- Designated Teacher for (P)LAC
- Intimate Care and Nappy Changing
- Special Educational Needs (SEN) Policy
- Supporting Pupils with Medical Needs