

*Shining as we learn in
Faith, Family and Friendship!*

St William of York Catholic Primary School

SEN Information Report 2023-2024

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

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.

What are Special Educational Needs (SEN)?

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- (a) have a significantly greater difficulty in learning than the majority of others of the same age;
- (b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools. (SEND Code of Practice 2014)

What kind of Special Educational Needs do we provide for?

At St William of York Catholic Primary School we have high expectations for all pupils and strive to support them in making progress and fulfilling their potential. We are an inclusive school and provide support for children in the following areas:

- Communication and interaction: for example autistic spectrum condition, developmental language disorder (DLD) or speech impediment.
- Cognition and learning: for example dyslexia, Irlen's or moderate or severe learning difficulties.

- Social, emotional and mental health difficulties: for example attention deficit hyperactivity disorder (ADHD).
- Sensory and/or physical needs: for example visual impairments, hearing impairments or dyspraxia.

How does the school know if pupils need extra help?

Early identification of any educational needs is beneficial to supporting pupils effectively. Pupils are informally assessed as they enter Reception across all areas of learning. Class teachers monitor and assess pupils work on a daily basis in order to provide engaging learning experiences that challenge pupils at their own level. Pupil progress meetings are held each term and can identify pupils who are not making expected progress and need targeted support. A targeted plan which involves additional support strategies can be put in place to enable pupils to achieve. Specialist assessment may be required if pupils are still not making progress despite accessing a bespoke support plan. We work with a number of external agencies who are able to provide more specialist assessments as appropriate to each individual pupil and can support school in accessing any equipment or facilities that may be beneficial.

If your child is identified as not making progress, the school will set up a meeting to discuss this with you in more detail and to:

- Listen to any concerns you may have.
- Plan any additional support your child may need.
- Discuss with you any referrals to outside professionals to support your child.

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

- If you are concerned about your child's abilities, the school will listen to your concerns, discuss them with you and agree on a plan that might need monitoring or might require assessment by specialist staff or external agencies.
- You can talk to your child's teacher who can help you look at any issues and discuss further actions or requirements.
- You can contact the school by phone, letter, e-mail or fax. Miss Rachael Adams is the School SENCO and Inclusion lead.
- You can also contact the school through a family friend or professional translator if you feel more comfortable using a language other than English
- The school listens to parents. Sometimes, the first signs of difficulty are picked up through conversation at home so parents are always welcome to contact the school to talk about concerns.

How will I know that the school will support my child?

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.

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

We make the following adaptations to ensure all pupils' needs are met:

- Adapting our curriculum to ensure all pupils are able to access it, for example: by grouping; 1:1 work; teaching style; content of the lesson.
- Adapting our resources and staffing. Every class in school has at least one Teaching Assistant who can help to identify difficulties and help to give immediate support.
- Using recommended aids, such as: visuals; coloured overlays; larger font size.
- Adapting our teaching, for example: giving longer processing time when asking a question; pre-teaching of key vocabulary; use of oracy and talk partners.
- Provision is made for pupils who need extra help and support when completing SATs test.
- If your child receives funding through their statement or EHCP, meetings with the SENCO will include discussion and agreement about how that funding is used and monitored.

Class teachers are committed to delivering high quality teaching as part of the Quality First offer agreed across Bolton. Quality First Teaching refers to teachers being highly skilled and having a good understanding of all their pupils, using a range of teaching strategies to help all learners within their class. This ensures all pupils will access inclusive teaching that encompasses different approaches to engage and challenge them. These approaches may include: use of visual timetables, multi-sensory activities and differentiation of tasks to ensure teachers are meeting the needs of all learners.

Support from teaching assistants can enable pupils to access the same learning as their peers and provide the opportunity for class teachers to work directly with pupils with Special Educational Needs to ensure they have a secure understanding of how to

plan for their progress. Support from staff is always deployed in order to support pupil's development in becoming more independent learners.

If, despite reasonable adjustments made by class teachers, pupils are still having difficulties making progress we follow the graduated approach to supporting pupil's needs as recommended in the SEND Code of Practice 2014.

The Graduated Approach – Assess, Plan, Do and Review The steps within this graduated approach are: Assess, Plan, Do, Review This cyclical process is designed to involve parents, class teachers and the SENCO in collaboration about the most effective provision to support pupils and enable them to make progress. Professionals from external agencies are involved if appropriate and specialist advice forms part of a pupils plan.

SEN Support Plans

Pupils support plans are comprehensive documents that outline pupil's strengths and areas for development. Specific outcomes to be achieved are detailed within SEN Support Plans as are the strategies to be employed to support pupils in achieving these targets. They are reviewed on a termly basis or more frequently if appropriate. Pupil's views play an integral role in determining effective support to enable progress. (For more information about The Graduated Approach / SEN Support Plans please see the SEND policy.)

What is an EHCP?

An EHCP is a legal document that identifies a child's SEN needs and focuses on the support required to meet agreed outcomes. The key difference between a statement of SEN and EHCPs is that, as well as the educational elements covered in statements, EHCPs also outline the child's health and social care needs, outcomes and support.

Students with Statements and EHCPs:

- Your child will have identified needs and an education plan in place. Their targets are shared with parents during each term and the support and outcomes of interventions is reviewed with parents and students.
- Pupils will have an Annual Review of their progress and needs. This comes in the form of a full written school report in advance of a specially arranged face to face meeting between parents and staff. During this meeting, pupils, parents and staff have the chance to express their views about the progress being made and the provision they are receiving at school.

How will I know how my child is doing?

Your child's progress will be continually monitored by his/her class teacher. His/her progress will be reviewed formally with the Head teacher and SENCO every term in Reading, Writing, GAPs and Numeracy. At the end of each key stage (i.e. at the end of Year 2 and Year 6), all children are required to be formally assessed using

Standard Assessment Tests (SATs). This is something the government requires all schools to do and are the results that are published nationally.

Where necessary, pupils will have an Individual Education Plan (IEP) based on more specific areas of need identified by the class teacher or based on targets set by outside agencies specific to their needs. Targets are set to accelerate learning and close the gap.

Progress against these targets will be reviewed regularly, evidence for judgements assessed and a future plan made. The progress of pupils with a statement of SEN/EHC Plan will be formally reviewed at an Annual Review with all adults involved with the pupil's education. The SENCO will also check that your child is making good progress within any individual work and in any group that they take part in. Regular book scrutinies and lesson observations will be carried out by the SENCO and other members of the Senior Leadership Team to ensure that the needs of all pupils are met and that the quality of teaching and learning is high.

Termly meetings between class teachers and parents of children with Special Educational Needs provide an opportunity to evaluate the progress children have made against the outcomes outlined in their SEN Support Plans and across the curriculum. If pupils are making progress (at their own level) then this is an indication that the provision in place is working. If this is not the case then following the graduated approach may lead to the involvement of more specialist involvement and/or assessment.

How will you help me to support my child's learning?

Parents are actively encouraged to play an integral role in their child's education by sharing information and collaborating with staff. Parents (and pupils) have an important part to play in determining the outcomes to be achieved and discussing the provision in place to enable pupils to reach their individual targets. Reviews will take place on a termly basis or more frequently if appropriate. Parents are involved in all decisions made about additional provision and support strategies in place for their child and are welcome to make appointments to discuss this with class teachers or Miss Adams throughout the school year. Pupils are encouraged to talk about their learning and consider factors that make it easier for them to make progress in all areas of school life. Pupils are invited to complete Pupil Questionnaires to ensure that their voice is heard and is an integral part of determining outcomes to be achieved and planning additional support. Should any parents or carers have concerns regarding the SEND provision for their child they should follow the steps outlined in the school's complaints policy.

What support will there be to support my child's overall well-being?

We recognise that some pupils have extra emotional and social needs that need to be developed and nurtured. These needs can manifest themselves in a number of ways, including behavioural difficulties, anxiousness, and being uncommunicative.

- All classes follow a structured PSHE (Personal, Social, Health and Economic education) curriculum to support this development. However, for those children who find aspects of this difficult we offer:
- Lunchtime and playtime support through planned activities and groups.
- A nurture group.
- If your child still needs extra support, with your permission the SENCO will access further support through the Early Help process.

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

The school employs a number of staff with specialist skills in order to provide the best possible support for pupils identified as having SEN. We seek to employ staff who have the relevant knowledge, skills and expertise to meet the needs of all pupils. The school's SENCO is completing the *National Award for Special Educational Needs Qualification achieving a merit*.

To ensure that the needs of all SEN pupils at St William of York are met, and to ensure that appropriate support is provided to families, a number of external 'specialist' services are accessed by the school. These include:

- School Nurse – 01204 463563
- Parent Partnership Services – 01204 491085
- Behaviour Support Services – 01204 338133
- Speech and Language Therapy – 01204 462670
- Educational Psychologist – 01204 338060
- Ladywood Outreach – 01204 332972
- Sensory Support – 01204 333120
- Learning Disability Team – 01204 463660

What training have staff supporting those with SEND had or receiving?

The school's SENCO is completing the *National Award for Special Educational Needs Qualification achieving a merit*. The SENCO's job is to support the class teacher in planning for pupils with SEN. The school provides training and support to enable all staff to improve the teaching and learning of pupils, including those with SEN.

We work very closely with many professionals to ensure that pupils have access to all available expertise. These professionals are outlined above. (See what specialist services or expertise are available at or accessed by the school?).

Staff have accessed a range of training to support pupils with SEND and regular audits of pupils needs determine any training requirements.

Training accessed includes:

- Sign a long training
- Schema training
- Behaviour and attachment training
- Teaching children with Sensory Processing Difficulties
- Supporting children to develop fine and gross motor skills
- Autism Awareness
- Language for Social Communication
- Communication Overview training

How will my child be included in activities outside the classroom?

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 PGL trip

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.

How accessible is the school environment?

St William of York is an inclusive school and we encourage pupils to access all activities and school trips. Adaptations are made where possible to ensure pupils with SEND are given equal opportunities and feel an integral part of school life. We are happy to discuss access arrangements and meet with parents as appropriate to ensure pupils are supported in the best way within the school building and when involved in excursions and extra-curricular activities.

- The school is fully compliant with DDA requirements.
- The school is on a split-level with easy access and double doors and ramps.
- The front desk has a wheel-chair height section and is DDA compliant.
- There are two disabled toilets, shower area and changing facilities.
- We ensure where ever possible that equipment used is accessible to all pupils regardless of their needs.

- After-school provision is accessible to all pupils, including those with SEN.
- Extra-curricular activities are accessible for pupils with SEN.

How will the school support my child in starting school and moving on?

As pupils progress through the school, staff ensure that the transition between classes is as smooth as possible by:

- Providing additional opportunities for pupils to meet their new class teacher and teaching assistant.
- Providing additional visits for pupils to their new classroom.
- Providing transition books which are discussed with the pupils. These include photographs of the new staff and environments.
- Holding additional parents' meetings so parents can meet their child's new class teacher before the start of the new school year.
- Ensuring class teachers (current and next) and the school's SENCO, meet to share information relating to specific pupils.
- Other opportunities to make links for the pupil between themselves and their new class teacher are explored e.g. following a pupil's interests.

If a pupil joins St William of York part way through the school year, an opportunity is provided for the parents to meet their child's new class teacher before the pupil starts at school. Close contact is kept with parents once their child has joined school to ensure a smooth transition.

As children move from St William of York to secondary school, we ensure that pupils with SEN have additional transition opportunities. We work with Behaviour Support Service and Ladywood Outreach Service to arrange additional time for these pupils to meet staff and become familiar with their new school environment.

All class teachers engage in detailed discussions of these pupils in order to provide the next year group, new school or the high school with as much information about the pupil as possible.

What support will your child receive?

There are many ways that the school will use when assessing how much support your child needs.

Firstly, through class teacher input, via excellent targeted classroom teaching (Quality First Teaching).

For your child, this would mean:

- That the teacher has the highest possible expectations for your child and all pupils in their class.
- That all teaching is built on what your child already knows, can do and can understand.
- That adapted activities and scaffolds are in place, so that your child is fully immersed in the curriculum and involved in the whole class teaching and learning. This may involve things like using more practical learning.
- That specific strategies (which may be suggested by the SENCO) are in place to support your child to learn.

Your child's teacher will have carefully checked on your child's progress and will have decided that your child has a gap or gaps in their understanding/learning and needs some extra support to help them make the best possible progress.

Specific group work Intervention which may be:

- Run in the classroom or a group room.
- Run by a teacher or a teaching assistant (TA), or by outside agencies, such as Speech and Language therapy

What could happen?

- You may be asked to give your permission for the school to refer your child to a specialist professional, e.g. Ladywood Outreach, a Speech and Language Therapist or Educational Psychologist. This will help the school and yourself to understand your child's particular needs better and be able to support them more effectively in school.
- The specialist professional will work with your child to understand their needs and make recommendations as to the ways your child is given support.

Specified Individual support

This type of support is available for pupils whose learning needs are severe, complex and lifelong.

This is usually provided via an Education, Health and Care Plan (EHCP). This means your child will have been identified by professionals as needing a particularly high level of individual or small-group teaching.

This type of support is available for pupils with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups. Your child will also need specialist support in school from a professional outside the school.

The school can request that Local Authority Services carry out a statutory assessment of your child's needs. This is a legal process which sets out the amount of support that will be provided for your child.

After the request has been made to the 'Panel of Professionals' (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex

enough to need a statutory assessment. If this is the case, they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the current support.

After the reports have all been sent in, the Panel of Professionals will decide if your child's needs are severe, complex and lifelong. If this is the case, they will write an Educational Health Care Plan (EHCP). If this is not the case, they will ask the school to continue with the current level of support and also set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible.

The EHC Plan will outline the number of hours of individual/small group support your child will receive from the LA and how the support should be used, and what strategies must be put in place. It will also have long- and short-term goals for your child.

The additional adult may be used to support your child with whole class learning, run individual programmes or run small groups including your child.

How will I be involved about planning for my child's education?

You are invited to be actively involved in all aspects of your child's education. Initially, as part of the IEP writing process, you will have the opportunity to complete a paper review where you can record your views relating to the progress your child has made towards their agreed targets. Regular meetings are held each term where you, along with your child's class teacher, will then have the opportunity to discuss your child's progress and agree next steps in their learning. Additional support for your child at school will also be discussed and agreed as well as ideas for how you will be able to support your child at home.

If your child is receiving support from outside agencies such as Behaviour Support Service or Ladywood Outreach, you will be invited to attend regular information sharing meetings where you will have the opportunity to meet the professionals working with your child, ask questions and agree future interventions for them.

Who can parent's contact for further information?

Roles and responsibilities

The SENCO (Miss Adams)

They 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

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

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

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

R Adams

Updated September 2023