

SEN policy and information report

St Jerome's Primary School



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Headteacher:

Mrs Kathryn Monaghan

Special Educational Needs Co-ordinator (SENCO): Mrs Kathryn Buckley

Contact Number: 01704 833 211

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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

We value all the children in our school equally and we recognise the entitlement of each child to receive the best possible education. Within a caring and mutually supportive environment we aim to:

- › Build upon the strengths and achievements of the child
- › Create an environment in which all individuals are valued, have respect for one another and grow in self-esteem.
- › Give equal access to all aspects of school life through academic, social and practical experiences. This will allow all children to experience success regardless of SEND, disability or any other factor that may affect their attainment.
- › Ensure that effective channels of communication are sustained so that all persons including parents and carers are aware of the pupil's progress and special educational provision made for them.
- › Assess children regularly so that those with SEND are identified as early as possible.
- › Enable pupils with special educational needs to make the greatest progress possible.
- › Work towards developing expertise in using inclusive teaching and learning strategies

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
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- › [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 the 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 Mrs Kathryn Buckley

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 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 within 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
- › Sensory and/or physical needs.
- › Moderate/severe/profound and multiple learning difficulties

5.2 Identifying pupils with SEN and assessing their needs

The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. We identify the needs of pupils by considering the needs of the whole child, which will include not just the special educational needs of the child or young person.

There are occasions when progress and attainment are affected by factors other than special educational needs. For example:

- › Having a disability
- › Attendance and punctuality
- › Health and welfare
- › Using English as an Additional Language (EAL)
- › Being in receipt of Pupil Premium Grant
- › Being a Looked After Child

Where this is the case, appropriate provision will be made, but this does not automatically necessitate the child receiving special educational provision.

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.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

If a pupil has a medical need then a detailed care plan is compiled with support from the school nurse in consultation with parents/carers.

Key persons in school have first aid training and our staff receive appropriate training delivered from the school nurse e.g. Epipen training, diabetes training.

Where necessary and in agreement with parents/carers, medicines are administered in school but only where a signed Medicine Consent Form is in place to ensure the safety of both child and staff member.

5.3 Consulting and involving pupils and parents

The school is committed to working closely with parents. Parents will be involved at every stage of their child's progress, through liaison with the class teacher and later the SENCO. Parents are encouraged to be involved with target setting for personalised plans. Some home activities may be provided.

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 of children with EHC Plans will also be invited to a yearly review, along with relevant support service personnel connected to the child, and the pupil themselves.

Medical issues are first discussed with the parents/carer. If support is required the school nurse will be contacted. A multi-agency approach may be initiated if school staff require further knowledge, understanding or training regarding a child's medical needs, or if adjustments need to be made.

Depending on the special educational needs of the children, different agencies may be involved e.g. occupational therapist, speech and language therapist, physiotherapist.

5.4 Assessing and reviewing pupils' progress towards outcomes

The school is committed to early identification in order to meet the needs of children with SEND.

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

Teachers' ongoing assessment will provide information about areas where a child is not progressing satisfactorily. Teachers will then consult the SENCO to consider what else might be done – the child's learning characteristics; the learning environment, the task and the teaching style should always be considered.

Progress for children will be achieved by focusing on classroom organisation, teaching materials, teaching style and differentiation. If subsequent intervention does not lead to adequate progress then the teacher will consult the SENCO to review the strategies that have been used. This review may lead to the conclusion that the pupil requires help that is additional to or different from that which is normally available. This would constitute special educational provision and the child would be registered as receiving SEN Support.

We seek to identify pupils making **less than expected progress** given their age and individual circumstances. This can be characterised by progress which:

- › 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
- › fails to make progress with wider development or social and emotional needs
- › fails to make progress in self-help, social and personal skills

The school will use the graduated approach as advised in the Code of Practice 0-25 Years – 'Assess, Plan, Do, Review'. This process is initiated, facilitated and overseen by the SENCO, whilst the class teacher is responsible for carrying out the process of assessing, planning, doing and reviewing.

Where external agencies are involved, the SENCO will be responsible for liaising with those agencies. The SENCO will update all records of provision and impact of that provision. The teacher will maintain the personalized plans and keep them updated.

ASSESS

The teacher and SENCO will consider all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. This will include formative assessment, using effective tools and early assessment materials. From this, we identify the child's current attainment, achievements and learning profile. This may involve taking advice from external specialists and may include the use of diagnostic and other assessments to determine the exact areas of need and strategies recommended. Where external specialists are involved directly with the pupil, parental consent will be sought first.

PLAN

A child who is not making progress or is making very small steps of progress may have a bespoke SEN Support Plan put in place. Pupils and parents will be involved in this planning process as much as possible. The plan will outline strategies that will be used in order to achieve specific measurable outcomes. A review date will be set.

DO

The strategies and interventions agreed in the plan will be implemented and progress monitored using the school's usual assessment systems, plus specific tracking of progress through any interventions. Progress may be measured through assessment scores and/or through qualitative observations.

REVIEW

The progress of the pupil will be reviewed at the end of the specified period of intervention. This review will form the basis of further assessment and planning. Meetings with pupils and parents will happen at least termly.

Parents and/or school can apply for an Education Health Care Assessment (EHC) if the pupil is still not making progress, despite the school taking a graduated approach with relevant actions over time.

The school will provide the evidence about the child's progress over time, documentation in relation to the child's SEN Support and any action taken to deal with their needs, including any resources or special arrangements in place.

This information may include:

- the child's personalised plans
- records of reviews with pupils and parents, and their outcomes
- Common Assessment Framework (if applicable)
- medical information where relevant
- National Curriculum attainment, and wider learning profile
- educational and other assessments, e.g. Educational Psychologist
- views of the parent and the child
- involvement of outside agencies

The Local Authority (LA) will then assess the education, health and care needs of that child. The LA must request advice and information on the child and the provision that must be put in place to meet those needs from:

- parents/ carers and/ or child
- the school
- an educational psychologist
- health
- social care
- anyone else that parents/ carers request
- a specialist teacher for the visually impaired or hearing impaired, if appropriate

From this information, it must then be decided whether or not to issue an Education, Health and Care Plan (EHCP). Further information can be found on the LA website

<http://www.sefton.gov.uk/localoffer>

5.5 Annual Review of the EHCP

All EHC Plans must be reviewed at least annually. The SENCO initiates the process of inviting relevant people to the meeting. This will include pupils, parents and others close to the child who pupils and parents would like to attend. Relevant professionals from within school and outside agencies will also be invited, as will a representative from the LA. The review will be person (child)-centred, looking at:

- progress on actions towards agreed outcomes
- what we appreciate and admire about the child

- › what is important to the child now
- › what is important to the child in the future
- › how best to support the child
- › questions to answer/ issues we are struggling with
- › action plan

Any amendments to the EHC Plan will be recorded.

5.6 Criteria for exiting Special Educational Provision

A child may no longer require special education provision where they

- › make progress significantly quicker than that of their peers
- › close the attainment gap between them and their peers
- › make significant progress with wider development or social and emotional needs, such that they no longer require provision that is additional to or different from their peers
- › make progress in self-help, social and personal skills, such that they no longer require provision that is additional to or different from their peers

This would be determined at the review stage.

5.7 Supporting pupils with transition.

We will share information with the next year group the pupil is moving to.

- › Handover sessions are arranged at the end of each school year so that new class teachers and TA's are fully aware of how to support pupils.
- › At the end of each school year 'Hop up' sessions are arranged so that children can visit their new class and spend time getting to know their new teachers.

Pupils identified with additional needs will be supported with an enhanced transition package bespoke to the child and in addition to the usual transition arrangements. This may include:

- › Discussions between previous or receiving schools prior to pupil joining/leaving
- › Additional visits for pupils who need extra time in their new school
- › Receiving class teacher can visit the pupil in their current setting
- › The SENCO and/or class teacher can attend the primary/secondary transition meetings to discuss specific needs of pupils and the nature and level of support which has had the most impact.

5.8 Our approach to teaching pupils with SEN

Teachers are 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 pupils who have SEN. This will be differentiated for individual pupils.

We may also provide the following interventions:

- Pre-writing skills
- Sensory handwriting
- Sounds Write
- Listening Skills
- Listening Programme
- HELP programme
- Speaking & Listening Through Narrative
- A Time to Talk
- Wellcomm
- Language for Thinking
- Oral to Written Narrative
- Conversation Train
- Socially Talented
- Look, Listen, Think
- Memory Fix
- A Confident Me
- Friendship Formula
- Friendship Terrace
- Friendly Facts
- Springboard

5.9 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.

How accessible is the school environment?

- We are an inclusive school and ensure that children with SEN engage in school activities. We follow our Equal Opportunity, Diversity and Disability Policy. St Jerome's school is on one level and has been adapted for access by pupils with physical disabilities. As a school we are happy to discuss individual access requirements. If a child is known to have a disability prior to admission to school the SENCO will work with the Inclusion Consultant, parents and pre-school provider to ensure a smooth transition. Advice and training is provided by physiotherapy and occupational therapy professionals.

5.10 Additional support for learning

As part of the minimum quality first offer teachers are well skilled at adapting teaching to meet the diverse range of needs in each class. Daily planning takes into account individual pupil's needs and requirements. Differentiation is approached in a range of ways to support access and ensure that all pupils can experience success and challenge in their learning. Teachers set different tasks for pupils of different abilities; allocate additional help and support to certain pupils in the class, set open ended tasks and allow pupil response at different levels and through alternative means of recording.

Grouping arrangements are organised flexibly with opportunities for both ability and mixed setting to maximise learning opportunities for all.

Additional adults are used flexibly to help groups and individual pupils with a long-term goal of developing independent learning skills. Monitoring takes place to avoid pupils becoming over reliant and dependent on additional adult support.

Your child's class teacher will initially decide on the action needed to support your child's progress in light of earlier assessments or where there are new concerns with progress. Interventions are delivered by class teachers or teaching assistants. If initial interventions have not had the desired impact then further discussion would take place with the SENCO. Teaching assistants at St Jerome's are primarily employed to effectively enhance the quality first teaching within the classroom. In addition to this they may support and deliver interventions that are planned and monitored by the class teacher or SENCO.

Steps are taken to ensure all pupils can access what is being taught. There may be times when specific individual support is required to ensure a pupil can access learning. In this instance pupils will be given a plan and targets will be set according to their area of need. Appropriate specialist equipment may be given to the pupil e.g. writing slope, pencil grip.

5.11 Expertise and training of staff

Staff have various CPD training related to SEN including:

- Dyslexia Training
- Gross and Fine Motor skills
- Phonics Training
- Speech and Language needs
- Social and emotional needs
- Sensory difficulties
- Positive Handling
- Enhancing Literacy & Comprehension skills
- First Class at Number
- Manual Handling

Mrs Buckley has completed the National Award for Special Educational Needs Coordination. She is currently allocated 1 day per week to manage SEN provision.

An audit of the school population takes place each year to ensure that the relevant teachers and support staff have the appropriate skills and knowledge in areas that will improve their teaching and support of children with SEND with whom they work. On-going training is given and is available as required to meet individual needs.

In the last academic year, staff have been trained in Memory Fix, A Confident Me, Better Reading Programs and Approaches to working with children with ASD and Social Communication Difficulties.

5.12 Securing equipment and facilities

If additional equipment is required to support pupils with SEN advice is sought from Sefton Local Authority. Resources or equipment will either be purchased or obtained from relevant external agencies.

5.13 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after the appropriate number of weeks (dependent on the specific intervention.)
- Using pupil questionnaires
- Monitoring by the SENCO
- Holding annual reviews for pupils with EHC plans

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

All of our extra-curricular activities and school visits are available to all our pupils.

All pupils are encouraged to go on our residential trips and reasonable adjustments are made so that every child can take part.

All pupils are encouraged to take part in sports day/school plays/special workshops.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

Admissions:

- Pupils with special educational needs will be admitted to St Jerome's Primary School in line with the school's admissions policy (available on the school website). The school meets with the statutory requirements of the Children and Families Act 2014.
- The school will use their induction meetings to work closely with parents to ascertain whether a child has been identified as having, or possibly having special educational needs. In the case of a pupil joining the school from another school, St Jerome's Primary School will seek to ascertain from parents whether the child has special education needs and will access previous records as quickly as possible. If the school is aware that a child may have a difficulty in learning they will make their best endeavours to collect all relevant information and plan a relevant differentiated curriculum.
- When a pupil transfers to another school, transfer documents, including full records of their special educational needs, will be sent to the receiving school.

5.15 Support for improving emotional and social development

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

- We want all our children to feel safe and secure within our school as we believe this is the key to learning and making progress. The most important thing is for our children to know they will be listened to and have a voice..
- For children with additional social, emotional or mental health concerns we work in partnership with parents, the school nurse and Consultant Therapists. Strategies and interventions would be put in place in response to your child's needs and be timetabled accordingly. This may be around developing your child's social interaction skills, increasing their self-esteem or teaching them anger management strategies. These sessions take place in response to children's needs and are timetabled into the week and usually last for a period of up to half a term. Parents are informed of these interventions and may also request that their child be involved.
- Bullying is taken very seriously at St Jerome's Primary School. To view the school's policy on anti-bullying, see the school's website at www.st-jeromes.co.uk

Statistically, children with SEND are more likely than their peers to experience bullying. Consequently, staff and governors at St Jerome's endeavour to generate a culture of support and care among pupils.

5.16 Working with other agencies

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

- › SENIS Inclusion Service
- › Educational Psychology Service
- › Physiotherapy Service
- › Occupational Therapy Service
- › Speech and Language Therapy Service
- › Child and Adolescence Mental Health Service (CAMHS)
- › Paediatric Services
- › School Nurse

5.17 Complaints about SEN provision

The complaint procedure for special educational needs mirrors the school's other complaints procedures. Should a parent or carer have a concern about the special provision made for their child they should in the first instance discuss this with the class teacher. If the matter is not resolved satisfactorily parents have recourse to the following:

- › discuss the problem with the SENCO
- › discuss the problem with the Head teacher
- › the Head teacher may refer the matter to the Area Special Needs Officer, or seek other external advice in a confidential manner. Parents are informed about Information Advice and Support Services (formerly Parent Partnership) and how to make representations to the LA
- › More serious on-going concerns should be presented in writing to the SEN Governor, who will inform the Chair of Governors, School Adviser, or the LA SEND Adviser as appropriate.

5.18 Contact details

If you wish to discuss your child's educational needs or have a concern about something regarding your child's schooling please contact the school office (01704 833 211) to arrange a meeting with your child's class teacher, the SENCO or the Head Teacher. Contact details for support services for parents of children with SEN are available from school.

5.19 The local authority local offer

The local offer was introduced in the Green paper (March 2011) as a local offer of all services available to support disabled children and children with SEN and their families. This information will set out what is normally available in schools to help children with lower-level SEN as well as the options available to support families who need additional help to care for their child. To view Sefton's local offer please visit <http://www.sefton.gov.uk/localoffer>

6. Monitoring arrangements

This policy and information report will be reviewed by Mrs Buckley (SENCO) every year. It will also be updated if any changes to the information are made during the year.

7. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Behaviour
- Equality information and objectives