

SEN Information Report for St Mary's Church of England Primary School 2016-2017

Introduction

Welcome to our SEN information report which is part of the Halton Local Offer for learners with SEND. All governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools have a legal duty to publish information on their website about the implementation of the governing body's or the proprietor's policy for pupils with SEND. The information published must be updated annually. The four broad 'areas of need' are Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health Difficulties, and Sensory and Physical Needs.

St Mary's Church of England Primary School is a Mainstream setting

What is the Local Offer?

The LA Local Offer

The Children and Families Bill will become enacted in 2014. From this date, Local Authorities and schools are required to publish and keep under review information about services they expect to be available for the children and young people with Special Educational Needs (SEN) aged 0-25. This is the 'Local Offer'. The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision in the local area.

If you have specific questions about the Halton Local Offer please look at the website - <http://localoffer.haltonchildrenstrust.co.uk>. Alternatively, if you think your child may have SEN please speak to their Class Teacher or contact the schools SENCO.

At St Mary's we are committed to working together with all members of our school community. This local offer has been produced with pupils, parents/carers, governors, and members of staff. We would welcome your feedback and future involvement in the review of our offer, so please do contact us. The best people to contact this year are:

Mrs Rachel Tainsh: Headteacher

Mrs Steph Moss & Mrs Jemma Brearley: SENCO

Our Approach to Teaching Learners with SEN

At St Mary's C of E Primary School we believe in participation for all. We want all adults and children to participate in learning and we celebrate all members of our community. We want to create an inclusive culture in our school and we aim to be more responsive to the diversity of children's backgrounds, interests, experience, knowledge and skills.

We value high quality teaching for all learners and actively monitor teaching and learning in the school.

How we identify SEN

At St Mary's we believe in early identification of special educational needs. Every child's attainment will be assessed on entry to school so that the foundations during the child's pre-school years can be built on. If a child has already been identified as having a special educational need in their early years setting, then the class teacher and SENCO will use this information to inform planning and support.

Children may be identified by the following:

- A child who is working below age related expectations despite receiving quality first teaching and appropriate rigorous intervention.
- Concerns raised by a teacher and shared with the SENCO.
- Consultation between class teachers and the leadership team during pupil progress meetings.
- Following an assessment completed by a specialist outside agency for example, Education and Child Psychology Service.
- Parental requests for further assessment and investigation which leads to class teachers and the SENCO identifying a SEN.

What happens if a parent is concerned about their child's learning?

St Mary's supports and encourages parents and carers to share their concerns about their child's development. Partnership plays a crucial role in enabling children with SEN to achieve their full potential. Parents and carers hold key information and have the knowledge and experience to contribute to the shared view of their child's needs. All parents and carers of children with SEN will be treated as equal partners and given support to play an active role in their child's education.

Who can I contact if I am concerned about my child's learning?

If a parent or carer has concerns then they should be discussed and logged with the child's class teacher in the first instance. If the difficulty persists then the class teacher will share this with the SENCO who may complete some further assessment and investigation of the child to see if there are any special educational needs which have not been assessed.

What is the criterion for SEN Support?

- A child makes little or no progress, even when teaching approaches are targeted at a child's identified area of weakness;
- Shows signs of difficulty in developing English or Mathematics skills which result in poor attainment in some curriculum areas.

- Presents persistent social, emotional or mental health difficulties which have not been improved as a result of deploying the behaviour strategy and positive reward systems within the school.
- Has sensory or physical needs and continues to make little or no progress despite specialist resources.
- Has communication and/ or interaction difficulties and continues to make little or no progress academically and socially.

Underpinning ALL our provision in school is the graduated approach cycle of:

Assess:

This initial assessment described above will inform any SEN plan and will be updated on a regular basis. Teachers are expected to report on pupil progress on a termly basis. In addition to this, children with SEN may receive additional assessments around their area of need informally during intervention sessions on a more regular basis.

Plan:

When a child is placed on the SEN list, a support plan which details adjustments to teaching and learning, what is additional to or different from that usually provided for children at our school. This plan will be person centred and it is our expectation that it will be written by the class teacher in consultation with the supporting teaching assistant (if applicable) together with parents and carers and the child. The SENCO may also be involved in this process.

Do:

Class teachers maintain responsibility for every child in their class. Class teachers have high expectations for every child including those with SEN. As part of their SEN provision it may be that a child needs to receive additional support or intervention which is not normally offered to all children. In this instance, details of any intervention or specialist provision provided outside of the main classroom teaching will be provided for the class teacher and opportunities made for specialist teachers and teaching assistants to share this information with the class teacher. It is the expectation that the same or similar strategies are deployed in their mainstream class teaching so that techniques become familiar for children.

Any teacher or teaching assistant working with a child on SEN support will be aware of advice and strategies provided by professionals so that they can be deployed consistently.

Review:

Support Plans will be updated on a termly basis (at least). Children, parents and carers, class teachers, SENCO and any support staff working with the child will be expected to contribute to this. The review will detail the progress that the child has made in securing good outcomes and any changes or adjustments to provision that needs to be made. At this review meeting, new outcomes

will be devised for the child. The child's continued placement as SEN Support will also be discussed and whether they continue to require the additional and different provision.

What sort of provision will my child receive?

Children and young people's SEN are generally thought of in the following four broad areas of need and support:

1. Communication and interaction

Provision: All children in nursery and reception classes are observed and monitored closely regarding their speech and language skills. These observations help to inform any necessary referrals to the speech and language therapy service. Appropriate interventions are then planned in as part of whole class teaching and for individual and small group support. Children who have been assessed by the speech and language therapy service will have a care plan and may receive regular, designated time with the teaching assistant.

For individual children, we may provide visual supports to aid their communication and understanding skills, for example, access to a visual timetable.

2. Cognition and learning

Provision: School operate a whole school approach to developing early reading skills .We use the Letters and Sounds programme to give them the phonics skills they need to develop literacy skills.

We may also deliver intervention programmes in both English and Maths aimed at narrowing the gaps with their peers. These interventions are bespoke to the individual needs of the child and are reviewed regularly.

We also take on board advice and implement strategies by any specialists who may have seen or assessed a child with a cognition and learning need. The school may also apply for a block of specialist teaching for children with SEN from the SEN Service within the Local Authority.

3. Social, emotional and mental health

The school has a clear behaviour policy and strategy of rewards and sanctions which sets out expectations for positive behaviour management (See Behaviour Policy).

The school uses the Boxall Profile to assess and subsequently track improvements in social and emotional development and provide suitable interventions for them. This will be included in the child's SEN support plan and shared with parents.

The school will also refer a child to CAMHS if it is necessary to meet the needs of a child with social, emotional and mental health needs.

4. Sensory and/or physical needs

The school follows the advice and recommendations from external agencies and ensures that strategies are acted upon by any adult working with the child. We will refer a child to Woodview CDC if there are any concerns about their sensory needs or physical development. We also seek specialist

advice from the specialist teachers from within the local authority to ensure that necessary adaptations have been made. Any care plan activities provided by the Occupational Therapy Service are implemented as necessary.

Supporting children who are looked after

When a child is looked after by the local authority, they will be supported with a personal education plan (PEP) which outlines the provision and support allocated to them. This will be reviewed with the child, their carers and the social worker annually. The school may apply for additional pupil premium funding to ensure that they receive the right support necessary. In addition, we attend and contribute to an annual looked after review.

The school monitors the attainment and progress of all learners carefully and seeks to address any areas of weakness quickly. This includes monitoring children who are looked after by the local authority. The progress of all vulnerable groups will be discussed at termly pupil progress meetings with the Head.

Preparing for the next step

Transition is a part of life for all learners. This can be transition to a new class in school, having a new teacher, or moving on to another school, training provider or moving in to employment. St Mary's is committed to working in partnership with children, families and other providers to ensure positive transitions occur.

Planning for transition is a part of our provision for all learners with SEN. Moving classes will be discussed with you and your child at their summer term review meeting. Transition to secondary schools will be discussed in the summer term of their Year 5, to ensure time for planning and preparation.

Schools Local Offer can be found on our school website.