

# Much Woolton Catholic Primary

*'With Jesus we love, learn and grow.'*

## SEN Information Report

(Jan 2015)

SENCO: Mrs Wilson

SEN Governor: Carole Chapman

Contact: 0151 428 6114

Number on Register: 28

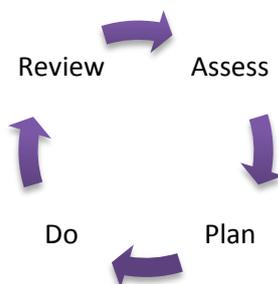
Local Offer Contribution:

### Our Approach as a School:

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High quality first teaching and additional interventions are defined through our person-centred planning approach across the school contributing to our provision management arrangements. These processes help us to regularly review and record what we offer all children or young people in our care and what we offer additionally. These discussions also serve to embed our high expectations amongst staff about quality first teaching and the application of a differentiated and personalised approach to teaching and learning. We make it a point to discuss aspirations with ALL our learners. This is a whole-school approach and this report will promote how we underpin this practice across our classrooms, pastoral care and support arrangements.

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



All teachers are responsible for every child in their care, including those with special educational needs.

**Assess:** When concerns arise, information is gathered from a variety of sources (teacher, pupil, parent, outside agencies) so we can develop an accurate picture of the pupils' needs, attainment, projected targets, motivators and how they respond to teaching approaches.

Having consulted with children, young people and their parents, all our additional provision (internal or external) is based on an agreed outcomes approach and these are discussed with the professionals that offer the support to your child/young person and hold both our internal/external providers and ourselves to account.

**Plan:** After gathering information a support plan will be put together to outline the methods that will be used to achieve specific outcomes. Short-term targets are agreed which prioritise key areas of learning that are to be addressed and ways in which the progress will be measured. If

external agencies are involved, their advice and recommendations are included in the support plan. Any actions agreed take in to account pupil's strengths as well as their learning differences. In some cases additional resources may be allocated including teaching assistant support. This support is deployed to ensure the pupil makes progress and can engage in lessons and wider school activities and develop independent learning.

**Do:** All SEN support plans are working documents and should be annotated to show progress towards targets and if needed adjustments will be made to the plan to determine success. It is the class teacher's responsibility to manage the plan and the suggested actions. They are accountable for the outcomes and therefore should discuss with the SENCO if they feel the plan is not working, for whatever reason.

**Review:** All SEN support plans will be reviewed termly. In this review all targets will be evaluated and the views of the pupil and parent will be recorded. A further plan will then be devised, if required, to enable the pupil to achieve their next steps in learning. If a pupil has made sufficient progress the support plan will cease and the child will be closely monitored through their pupil profile. For children with more complex needs termly review meetings will be held with the class teacher, SENCO and any external agencies.

If your child is continuing to have significant difficulties after a period of intervention, further external expertise may be requested. An application for high needs top up funding may be made if the cost of support exceeds the £6,000 threshold that is the school's responsibility. If a pupil is still not making progress despite having taken relevant and purposeful action over time, then parents or school can make an application to the local authority for an Education Health Care Assessment.

As of Jan 2015, we have 33 number of children or young people receiving some form of SEN Support.

We have internal processes for monitoring quality of provision and assessment of need. These include: learning walks, lesson observations, pupil interviews.

#### **Arrangements for consulting parents of children with SEN and assessing and reviewing their needs.**

- We endeavour to work closely with parents and will keep you informed of any intervention your child may need.
- If deemed necessary we can invite specialist agencies, including the Educational Psychologist, SENISS, Speech and Language and Outreach teachers into school to talk to you about how we can support you and your child.
- Parent Meetings and SEN Review meetings are held throughout the year. These meetings provide opportunities for parents/carers to meet with class teachers to discuss progress, review IEPs and set new targets
- We encourage parents/carers to contact school and arrange an appointment with either the class teacher or school SENCO if you are worried or concerned about any aspect of their child's learning or development

- We can make referrals, with your consent, to many specialist services including the Educational Psychologist, SENISS, CAMHS (Child and Adolescent Mental Health Service) and SLT (Speech and Language Therapy Service)
- Annual reviews will be held for pupils with Education Health Care Plans. The Local Authority will be invited to attend these meetings alongside parents and school.

**Arrangements in place for consulting young people with SEN and involving them in their education.**

- A big focus is given to what the children enjoy within school and what they feel they are good at, as well as looking at things they find difficult and what they could improve upon.
- Wherever possible we try to gain children's views on how they feel about their learning and how we can best support them.
- All children within Much Woolton are supported in terms of their overall wellbeing.
- Children know they can talk freely to any adult within the school about any issues which are concerning them
- Circle time and PSHE sessions are integral to the school curriculum
- Visiting groups/speakers are invited into school to promote health, safety and well-being issues amongst the children
- Play leaders and lunchtime activities offer support for all children and encourage team work and friendship building
- We have an active school council who are consulted on a regular basis on a range of school issues. Children are reminded that they are able to speak with the class school council representatives about issues they would like discussed at meetings

**Adaptations made to the curriculum and learning environment for children with SEN**

- We endeavour to ensure that all children in Much Woolton are fully included in all aspects of school life.
- All children are different and all children regardless of their SEN learn in different ways.
- Staff within the school are mindful of this fact and provide a curriculum and learning environment which can be accessed by all children.
- Our staff know the children within their care well and are able to differentiate above and beyond the usual curriculum for children with SEN.

- Examples of adaptations may include the use of specialised equipment when it has been recommended by an outside agency or a medical professional, another example may be the teaching of children in smaller groups or the change of an activity or a change in delivery style.
- We adopt a dyslexia friendly approach to teaching

#### **Staff training to support children with SEN**

- The SENCO attends Local Authority Briefings to keep up to date with any legislative changes in SEN.
- The SENCO and school staff can access training through their Primary Consortia.
- All staff in the school receive training to meet the needs of all the children attending the school at any point in time. Examples of training includes Dyslexia Friendly Teaching and Numicon.
- The school can access specialist support from Special Schools for children with Social, Emotional and Behavioural Difficulties, children with Learning Difficulties and Children with a diagnosis of Autistic Spectrum Disorder (ASD)
- The school receives support from the Educational Psychology Service and SENISS (Special Educational Needs Integrated Support Service).

#### **Enabling children with SEN to engage in activities available to children in the school who do not have SEN**

- Much Woolton is a fully inclusive school and we endeavour to ensure that all pupils are fully included in all aspects of school life including extra-individual activities.
- We will always contact you before a planned activity if we think your child may require additional support to meet required health and safety standards. This may involve a specific risk assessment being completed to identify any additional support needs your child may have to ensure full participation.

#### **Support available for improving emotional and social development.**

- The school Learning Mentors, alongside all school staff are available to support all pupils with their social and emotional needs.
- Visiting groups/speakers are invited into school to promote mental health, safety and well-being issues amongst the children
- Circle time and PSHE sessions are integral to the school curriculum

- Children are regularly taught about staying safe, particularly in relation to e-safety, recognising bullying and the actions to take if they are concerned.
- Children are reminded that if they are worried or concerned about any issue, they can speak with a member of school staff
- Outreach support for children with emotional needs is provided as and when required
- Children can be referred for counselling with the permission of parents

**Involving other bodies, including health and social care, local authority support services and voluntary sector organisations in meeting the needs of children with SEN and supporting their families.**

- Through the Primary Consortia the school can access specialist support from Special Schools for children with Social, Emotional and Behavioural Difficulties, children with Learning Difficulties and Children with a diagnosis of Autistic Spectrum Disorder.
- The school receives support from the Educational Psychology Service and SENISS (Special Educational Needs Integrated Support Service).
- We can make referrals, with your consent, to many specialist services including CAMHS (Child and Adolescent Mental Health Service) and SLT (Speech and Language Therapy Service) and a school counsellor.
- School staff are trained in a variety of specialist areas and can access the expertise of teachers from other schools in their Primary Consortia.
- The SENCO meets with the School Nurse to formulate and update Health Care Plans. Drop In Meetings for families can be arranged with the school nurse
- Team Around the Child Meetings, involving any professionals who may be able to support your child, can be held whenever necessary. Parents will be invited to attend these meetings.

**Support Staff:**

Considerable thought, planning and preparation goes into utilising our support staff to ensure children achieve the best outcomes, this includes for them to gain independence and are prepared for adulthood from the earliest possible age.

Support Staff are used where the need is identified through monitoring of data.

## School External Partnerships and Transition Plans

Our academic assessment for children and young people with special educational needs is moderated through our cluster of schools and neighbouring partners.

- Transition within the school and between classes and key stages is planned for with the child.
- When considering an application for a place in Much Woolton you are very welcome to contact the school and make an appointment to meet with a member of staff to discuss any issues
- You will be invited to look around the school and meet with a senior member of staff
- We will contact any early years settings, or other schools your child has attended to gather information about their needs
- We will contact any specialist services that support your child and if appropriate invite them to a Team Around the Child meeting at school to ensure that we are working in partnership to achieve the best outcomes for your child
- We support pupils moving to new settings and Key Stages by making opportunities available to them to attend the new setting wherever possible
- If necessary we develop a transition plan in partnership with you, your child, the new setting and specialist staff supporting your child to ensure that they enjoy a smooth transition. This may include transition books, photographs etc.
- This year, we worked with our feeder partners to welcome 2 children and young people with special educational needs or disabilities and we supported 4 number of children and young people transition to the next phase in education or employment.

A full list of our external partners who we work with can be found in our contribution to the Local Offer. Extending our school approach, we commission using an outcomes-based approach. This enables us to hold our partners and us to account.

### Complaints:

- In the first instance, parents are invited into school to discuss their concerns with the class teacher and the SENCO who will endeavour to resolve the problem
- The head teacher will also be informed at the above stage
- Outside agencies may be consulted, if there is an issue with the provision being provided
- Dialogue between parents and school is actively encouraged in order to resolve problems at an early stage

**Further Developments:**

Our strategic plans for developing and enhancing SEN provision in our school next year include:

Planned lesson observations

Learning walk

Evaluation of data

Pupils and parent feedback and collaboration.

**Relevant school policies underpinning this SEN Information Report include:**

- SEN Policy
- Teaching and Learning Policy
- Marking Policy
- Equal Opportunities Policy

**Legislative Acts taken into account when compiling this report include:**

- Children & Families Act 2014
- Equality Act 2010
- Mental Capacity Act 2005