

SEN Policy & Information 2023 - 2024

The Code of Practice for SEND children and young people aged 0-25 is outlined in the Children and Families Act 2014. Local Authorities must publish a Local Offer setting out the provision they expect to be available across education, health and social care for children who have special educational needs and disabilities. The Wigan Council Local Offer can be found at

<https://www.wigan.gov.uk/Resident/Education/Special-Educational-Needs-and-Disability/Local-Offer/index.aspx>

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

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
- 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

Definitions

A pupil has SEN if they have a learning difficulty or disability that 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.

Roles and responsibilities

The SENCO

The SENCO is Mrs Rachel Hydes

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 (LA) 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

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 within 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

SEN information report

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, for example, attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

Identifying pupils with SEN and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on information from 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.

Identification of SEN may also be in consultation with other professionals e.g. Speech and Language Therapists, Occupational Therapists etc.

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.

Consulting and involving pupils and parents

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.

We may use an approach called Talking Mats or other tools to gain children's views in a child friendly way appropriate their age and stage of development.

Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment or behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views

- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions, and their impact on the pupil's progress.

Supporting pupils joining the school and moving between phases

Transferring from another school:

- The SENCO will liaise with parents and staff from the current school to identify any adaptations or resources that may be necessary in advance of transfer.
- A meeting is arranged with a member of the pastoral team for all children joining the school in year. When it is already identified that a child has SEN then the SENCO may also attend this meeting.
- Parents and children are invited to visit the school as often as possible to agree how the transfer will take place.
- There may be a professionals meeting to share information prior to the move.

The receiving school will be provided with current results, assessment information and reports. Records of phone calls and emails may also be sent. Where there is an EHCP the relevant documentation including review will be sent to the next school. Once the child has moved the electronic information file (CTF) will be transferred.

Where the move is to Key Stage 3 a transition meeting will take place to arrange extra visits and to allow the smooth flow of information and paperwork.

When children join Reception from nursery our staff arrange to visit each nursery to discuss the children and see them at work. This often makes it easier to assess need and ensure that provision is correct and effective. Staff from Reception also carry out a home visit to each child during the first week in September.

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 also provide the following interventions if it is identified that a child requires additional support:

- Lexia (reading and spelling)
- Phonics Keep Up sessions (Little Wandle)
- Soundwrite
- Mastering Number
- Precision Teaching
- 1:1 reading
- PiXL Therapy session (English & Maths)

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.

Additional support for learning

We have 8 teaching assistants, 3 HLTAs and 3 Pastoral Support Staff who are trained to deliver interventions such as:

- Wellcomm (language and communication)
- Social Stories
- ELKLAN (early language development)
- Comic Strip Conversations (to aid social communication)
- Talking Partners (developing good skills for talking)
- Talking Mats (gaining pupil views)
- Nurture Sessions

- Therapeutic Space
- Talking Tables
- Pyramid Club (to support emotional needs)
- Talking and Drawing Therapy
- Sensory sessions
- Clever Fingers (fine motor skills)
- Motor Skills United (gross motor skills)
- Therapeutic Lego
- Theraplay

Expertise and training of staff

In the last academic year, staff have been trained in:

- Adaptive Teaching
- Soundwrite
- Phonics

We use specialist staff for:

- Play Therapy
- Counselling
- 1:1 literacy & maths teaching
- Specific assessments (Targetted Education Support Service and Educational Psychologists)
- Support and advice regarding mental health issues (CAMHs School Link Service)

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 at least once a term
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans

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

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

All pupils are encouraged to go on our Y6 residential trip.

All pupils are encouraged to take part in sports day, school plays & performances, special workshops etc.

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

St Mary's is a new school building and is fully accessible. There are a number of disabled toilets and a hygiene room.

For parents who do not have English as a first language we can access the Local Authority EMTAS team or commission translators from the local community. Letters will be sent with Microsoft Office translation in order to assist parents. We assess children's English skills using the Bell Assessment.

Working with other agencies

The school provides access to a trained counsellor and a Play Therapist each week.

We work with the following agencies to provide support for pupils with SEN and when necessary can also make referrals (with parental consent):

- Outreach Team (via Wigan's Special Schools)
- Speech and Language Team
- Child and Adolescent Mental Health Team (CAMHS)
- Educational Psychologist
- Occupational Therapy
- School Nurse
- Hearing and Vision Support Services
- Social Care
- The Start Well Team
- Targeted Education Support Service
- Ethnic Minority Achievement Service
- Paediatrics
- Wigan Family Welfare Counselling Service
- School Nurse
- ASC Pathway

Complaints about SEN provision

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

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

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

Monitoring arrangements

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

It will be approved by the governing board.