



SEN Information Report 2017-18

Welcome to our SEN Information Report. All governing bodies of maintained schools and maintained nursery schools have a legal duty to publish information on their website about the policy for pupils with Special Educational Needs and Disabilities (SEND). This information is updated annually.

Aims of this report:

The aims of our special educational need and disability policy and practice here at Holy Rosary are:

- To make reasonable adjustments for those with a disability by ensuring increased access to the curriculum, the environment and to printed information for all.
- To ensure that children and young people with SEN engage in the activities of the school alongside pupils who do not have SEN.
- To reduce barriers to progress by embedding the principles in the National Curriculum Inclusion statement <https://www.gov.uk/government/collections/national-curriculum>
- To use our best endeavours to secure special educational provision for pupils for whom this is required, that is "additional to and different from" that provided within the differentiated curriculum to better respond to the four areas of need:
 1. Communication and interaction
 2. Cognition and learning
 3. Social, mental and emotional health
 4. Sensory/physical

- To request, monitor and respond to parent/carers' and pupils' views in order to evidence high levels of confidence in the provision we provide.
- To ensure a high level of staff expertise to meet pupil need, through well-targeted continuing professional development.
- To support pupils with medical conditions sufficiently for their full inclusion in all school activities by ensuring consultation with health and social care professionals where necessary.
- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all our pupils.

What are special educational needs?

A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England.... Health care provision or social care provision which educates or trains a child or young person is to be treated as special educational provision. Code of Practice 2014

How does our school know if children need extra help?

We know when pupils need help if:

- Concerns are raised by parents/carers, teachers, or the pupil's previous school.
- Tracking of attainment outcomes indicate a lack of progress.
- A pupil asks for help.
- Pupil observation indicates that they have additional needs in one of the four areas:
 1. Communication and interaction
 2. Cognition and learning

3. Social, mental and emotional health

4. Sensory/physical

In the past 12 months, pupils have been supported for: Speech and Language needs, Autistic Spectrum Condition, Moderate Learning Difficulties, Specific Learning Difficulties, Social, mental and emotional health and physical difficulties.

What should I do if I think my child may have special educational needs?

If you have concerns then please firstly discuss these with your child's teacher. This then may result in a referral to the school Special Educational Needs Coordinator (SENCo), Miss H Mulligan. She can be contacted via the school office on 01283 562686.

- All parents will be listened to; their views and their aspirations for their child will be central to the assessment and provision that is provided by our school.

How will I know how the school supports my child?

- All pupils will be provided with high quality teaching that is differentiated to meet the diverse needs of all learners.

- The quality of teaching is monitored through a number of processes that include:

1. Classroom observation by the senior leadership team (SLT), the SENCo and external verifiers

2. Ongoing assessment of progress made by pupils in specific intervention groups

3. Work sampling

4. Scrutiny of planning and delivery

5. Teacher meetings with the SENCo and SLT

6. Pupil and parent feedback when reviewing target attainment

7. Whole school pupil progress tracking

8. Attendance and behaviour records

- All pupils have individual curriculum targets set in line with national outcomes to ensure ambition and progression. These are discussed with parents at events such as Parents Evenings. Pupils' attainments to meet these targets are tracked using the whole school tracking system.
- Pupils who are failing to make expected levels of progress are identified very quickly and are discussed in meetings that are undertaken between the class teacher and members of the Senior Leadership Team which includes the SENCo.
- Where it is decided that action is required to support increased rates of progress, this will follow an **Assess, Plan, Do** and **Review** model.
- An individual assessment of the pupil will be undertaken in order to make an accurate assessment of their needs. Parents will always be invited to this early discussion to support the identification of action to improve outcomes. The pupil will be monitored at this time, interventions will be provided and targets set.
- A review of the impact of the differentiated teaching being provided to the child will be undertaken, and if required, provision to the teacher of additional strategies to further support the success of the pupil.
- If review of the action taken indicates that "additional to and different from" support will be required, then the views of all involved, including the parents and the pupil will be obtained and appropriate evidence-based interventions identified, recorded and implemented by the class teacher with advice from the SENCo.
- Parents will be informed that the school considers their child may require SEN support and their partnership sought in order to improve attainments.
- SEN support will be recorded on a plan that will identify a clear set of expected outcomes, which will include academic targets. Progress towards these outcomes will be tracked and reviewed termly with the parents and the pupil.

- If progress rates are still judged to be inadequate despite the delivery of high quality interventions, advice will be sought from external agencies regarding strategies to best meet the specific needs of a pupil. This will only be undertaken after parent permission has been obtained and may include referral to:

1. Special Educational Needs and Inclusion Support Service (SENISS)

2. Behaviour Support Service

3. Dyslexia Outreach Support

4. Autism Outreach Team

5. Hearing Impairment team

6. Visual Impairment team

7. Autism and Sensory Support in Staffordshire

8. Educational Psychologist Service

9. Educational Welfare Officers

10. Physical and disability support service

11. Social Services

12. School Nurse

13. CAMHS (Child & Adolescent Mental Health Service)

- For a very small percentage of pupils, whose needs are significant and complex and the special educational provision required to meet their needs cannot reasonably be provided from within the school's own resources, a request will be made to the local authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care Plan (EHCP) being provided.

- For pupils who despite relevant and purposeful action taken to meet their special needs, fail to make expected levels of progress, the school or parents may consider requesting an Education, Health and Care Assessment (EHCA) that will be undertaken by the Local Authority.

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

- Teachers plan using pupils' achievement levels, differentiating work to better match ability to work provided for all pupils in the classroom. When a pupil has been identified as having special needs, their work will be further differentiated by the class teacher to remove barriers to learning and enable them to access the curriculum more easily. In addition they will be provided with additional support that may include specialised equipment or resources, ICT and/or additional adult help. Children who display dyslexic-like tendencies will be offered additional resources and support within the classroom and additional interventions, as appropriate.

How will I know how my child is doing?

- Attainments towards the identified outcomes will be shared with parents through parent's evenings and reports with the class teacher.
- Additionally, parents are encouraged to arrange an appointment to discuss their child's progress with the class teacher or the SENCo. Please contact the school office who will arrange one for you.

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

Our school offers a wide variety of pastoral support for pupils.

These include:

- An evaluated Personal, Social, Health and Economic (PHSE) curriculum that aims to provide pupils with the knowledge, understanding and skills they need to enhance their emotional and social knowledge and well-being. In addition to this small group or 1:1 provision may be delivered on HOPE (Helping our pupil's emotions), Theraplay and Positive Play.
- Pupil and Parent voice mechanisms, such as Parent Forum meetings.

Pupils with medical needs

• Pupils with medical needs will be provided with a detailed Health Care Plan, compiled by parents and if appropriate, the pupil. Staff who administer medicine complete training. All medicine administration procedures adhere to the LA policy and DfE guidelines included within **Supporting pupils at school with medical conditions (DfE) 2014**

What training do the staff supporting children with SEND undertake?

In the last two years school staff have received a range of training. Awareness training has been provided to all staff on:

- Making sense of Autism
- How to support pupils with Asthma
- How to support pupils with Allergies and Anaphylaxis
- Attachment
- How to ensure Quality First teaching is delivered in the classroom

Teaching Assistants have also received training in delivering intervention programmes to support reading, spelling, writing and maths.

The school has regular visits from SENISS specialist teachers who provide advice to staff to support the success and progress of individual pupils.

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

• Risk assessments are carried out and procedures are put in place to enable all children to participate in all school activities where possible.

How accessible is the school environment?

The following adaptations have been made to the school environment:

- One toilet has been adapted to ensure accessibility for pupils and visitors with a disability.

How will the school prepare and support my child when joining or transferring to a new school?

A number of strategies are in place to enable effective pupil's transition. These include:

On entry:

- A planned programme of visits is provided in the Summer Term for pupils starting in September.
- Parent/carers are invited to a meeting at the school and are provided with a range of information to support them in enabling their child to settle into the school routine.
- The SENCo meets with all new parents of pupils who are known to have SEND to allow concerns to be raised and solutions to any perceived challenges to be located prior to entry.
- If pupils are transferring from another school, the previous school records will be requested immediately and a meeting will be set up with parents to identify and reduce any concerns.

Transition to the next school:

- The transition programme in place for pupils in Y6 provides a number of opportunities for pupils and parents to meet staff in the new school. These opportunities are further enhanced for pupils with SEN.
- The annual review in Y5 for pupils with a statement of educational need or an Education, Health and Care plan begins the process where parents are supported to make decisions regarding secondary school choice.
- Parents will be encouraged to consider options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information is comprehensive and accessible.
- Parents will be enabled to consider options for the next phase of education and may like to take advantage of the support offered by the independent Staffordshire School Choice. Information on this service is located on the Staffordshire website at <https://www.staffordshire.gov.uk/education/schoolsandcolleges/admissions/secondary/FAQs/fagsecondary.aspx>

- Accompanied visits to other providers may be arranged as appropriate.
- For pupils transferring to local schools, the SENCoS of both schools will meet to discuss the needs of pupils with SEN in order to ensure a smooth transition.
- The records of pupils who leave the school mid phase will be transferred within five working days of the parents notifying their child has been enrolled at another school.

How are the school's resources allocated and matched to children's special educational needs?

The school receives funding to respond to the needs of pupils with SEND from a number of sources: A proportion of the funds allocated per pupil to the school to provide for their education (the Age Weighted Pupil Unit); The Notional SEN budget: The Pupil Premium funding for pupils who meet certain criteria. In addition, for those pupils with the most complex needs, the school may be allocated Additional Educational Needs funding. This funding is then used to provide the equipment and facilities to support pupils with special educational needs and disabilities through:

- In-class support from teaching assistants.
- Small group support from teaching assistants e.g. nurture groups, English and Maths support.
- Specialist support from teachers.
- Bought in support from external agencies e.g. Educational Psychologist.
- Provision of specialist resources e.g. assessment software.
- CPD relating to SEND for staff.

How is the decision made about how much support my child will receive?

- For pupils with SEND, but without an EHCP, the decision regarding the support required will be taken at joint meetings with the SENCo, SLT, class teacher and parent. For pupils with a Statement of Educational Needs/EHCP, this decision will be reached when the plan is being produced or at an annual review.

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

This may be through:

- Discussions with the class teacher, a member of the Senior Leadership Team which includes the SENCo.
- During parents evenings.

Who can I contact for further information or if I have any concerns?

If you wish to discuss your child's educational needs or are unhappy about something regarding your child's schooling please contact the following:

- Your child's class teacher
- The SENCo - Miss Helen Mulligan
- The Acting Headteacher - Mr Tim Brogan
- For complaints please contact the School Governor with responsibility for SEN via the school office - Mrs Carole Moran

Support services for parents of pupils with SEN include: • SEND Family Partnership

<https://www.staffordshire.gov.uk/education/welfareservice/SpecialEducationalNeeds/spps/StaffordshireSEND-Family-Partnership.aspx>

• If you have a general enquiry, would like to speak to one of the team or a parent wanting to request information and support please telephone 01785 356921 during office hours. Alternatively email on sfps@staffordshire.gov.uk.

• Parent In The Know <https://education.staffordshire.gov.uk/Pupil-Support/Working-with-Parents--Carers-of-Children-with-SEN/Resources/Resources-forParents-and-Professionals.aspx>

Further information regarding the Staffordshire Local Offer can be found at www.staffordshireconnects.info or by phoning 03001118014.

To be reviewed: March 2019