

## SEND Information Report Academic Year 2018 – 2019

SENDCo: Lynn Thorne (Lead Headteacher)

### Introduction:

At St Mary's Church of England Academy, we welcome everyone into our Christian community. The Staff, Governors, Pupils and Parents work together to make our school a welcoming, happy and inclusive place to learn. We believe in equality of opportunity and we value the differences in others. The school provides a broad and balanced curriculum for all children at St Mary's Church of England Academy. In planning teachers set age appropriate learning challenges and respond to children's diverse learning needs. Teachers are responsible for the teaching and learning of all pupils, and so take account of these requirements and make provision, where necessary, to support individuals or groups of children and enable them to participate effectively in curriculum and assessment activities. We are committed to narrowing gaps between different pupil groups including pupils with SEND. This may involve short or long term interventions but our tracking and assessment systems enable us to personalise learning.

### Contacts:

If you have any concerns about your child having SEND and wish to discuss this with our staff, please contact:

Mrs Lynn Thorne Lead Headteacher & SENDCo

Mrs Sylvie Roux - SENDCo

You can also contact Miss Hawksworth in the Leadership Office.

### Definition of Special Educational Needs:

Children have special educational needs if they have a learning or behaviour difficulty, which calls for special educational provision to be made for them. All children may have special needs at some point in their lives.

Children have a learning difficulty if:

- They have a significantly greater difficulty in learning than the majority of children of the same age.
- They have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age.
- *They are under compulsory school age and fall within the definitions above.*
- Their emotional difficulties/behaviour affects their ability to take part in learning safely and effectively.



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The four broad areas of Special needs as set out in the Code of Practice are:

- **Communication and Interaction** – which can include children on the autism spectrum.
- **Cognition and Learning** – which includes moderate, severe and profound learning difficulties as well as specific learning difficulties such as dyslexia, dyspraxia & dyscalculia.
- **Social, Emotional and Mental Health** -such as anxiety, disruptive behaviour, being withdrawn, and includes ADHD/ADD/Attachment Disorder.
- **Sensory and/or physical needs**, which includes hearing and visual impairments (HI & VI), multi-sensory or physical disabilities.

However, it is important to recognise that a child's needs may fall into more than one category, and may change over time.

### **Educational Inclusion and access to the curriculum**

At St Mary's Church of England Academy we aim to enable all our children to feel included in all aspects of school life, whatever their ability or needs. We have high expectations of all our children. We aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel they are a valued part of our school community. Through appropriate curricular provision, we respect the fact that children:

- Have different education and behavioural needs.
- Require different strategies for learning.
- Learn at different rates.
- Need a range of different teaching approaches and experiences

We also consider aspects which are NOT SEN but may impact on progress and attainment, such as;

- Disability (the Code of Practice outlines the "reasonable adjustment" duty for all settings are schools provided under current Disability Equality legislation – these alone do not constitute SEN). Parents new to the school are encouraged to consider the long term implications that may impact on their child if they have physical difficulties in particular, mobility issues. The school is housed in an old Victorian building and may not provide the access that the child needs.

- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

### **Teachers respond to children's needs by:**

- Providing support for children who need help with communication, language and literacy including Makaton both signed speech and symbols through the use of Communicate in Print.
- Planning for children's full participation in learning, and in physical and practical activities.



- Helping individuals to manage their emotions and to take part in learning.

### **Early Years Foundation Stage**

We endeavour to ensure that early years practitioners are able to identify and provide for those pupils who have special educational needs. Early identification and referrals play a key part in this. We will do our best to enable all children to join in activities so far as is reasonably practical and compatible with meeting the needs of all the children in the Early Years Foundation Stage.

We recognise that parents play a key role, hold key information and have knowledge and experience to contribute to the shared view of the child's need and the best way of supporting them.

The Government's Early Learning Goals set out what most children will have achieved by the end of the Foundation Stage. Children will progress at different rates, and by the end of this stage most children may be working towards the goals. Individual children's progress is monitored carefully throughout the Foundation Stage. Those children not attaining the Early Learning Goals will be assessed against Ages and Stages. On-going difficulties may indicate the need for help which is additional to or different from that which is normally needed for children in the Foundation Stage. We will involve outside agencies such as Speech and Language therapists, the Early Years Inclusion Team or our Learning Support Service when we and/or parents realise that children's needs are beyond the day-to-day expertise within our schools.

Each child's current level of attainment is assessed on entry in order to ensure that they are able to build the pattern of learning and experience which may already be established during the child's pre-school years.

If the child already has an identified special educational need, this information will be transferred and acted upon. We strongly believe in early intervention through timely identification, accurate assessment and where necessary, quality provision.

Identification, assessment and provision for children with special educational needs are a matter for the whole school. This cycle is referred to as 'Assess, Plan, Do, Review' in the CoP (2014). The Local Governing Body, the Headteacher, the SENDCo and all members of staff have important day-to-day responsibilities. All teachers in our school are teachers of special needs. Teaching such children is therefore a whole school responsibility.

The continuous cycle of planning, teaching and assessing in our school takes into account the wide range of abilities, aptitudes and interests of all our children. The majority of children will learn and progress within these arrangements. Those children whose attainment falls significantly outside the expected range may have special educational needs.

They may:

- Have made little or no progress.
- Show signs of difficulty in developing literacy or mathematical skills, which in turn are resulting in poor attainment in other curriculum areas.
- Present with persistent emotional or behavioural difficulties, which are not managed or alleviated by the school's behaviour management techniques.
- Have sensory or physical problems, which are affecting their progress.
- Have communication and/or interaction difficulties, which are affecting their progress.



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St Mary's Church of England Academy has a graduated approach. Initial concerns may be expressed by staff and/or parents. These concerns are carefully monitored and reviewed. Teachers and /or the SENDCo should discuss the concern with parents and keep a written record of any initial concern. Teachers and the SENDCo will discuss what classroom support is appropriate to meet the needs of the child. Concerns can be identified by teachers and families. Concerns are also discussed at Pupil Progress meeting each term, where achievement and progress are looked at in depth.

Children with English as an Additional Language (EAL), and/or are New to English (NTE) need their progress to be monitored across all aspects of learning very carefully. This careful monitoring will show whether difficulties are as a result of learning English as an additional language or if they are as a result of SEN or a disability. Difficulties related solely to learning English as an additional language are not SEN.

If concerns continue and progress is still felt to be slow then further action may need to be taken. Assessments may show that the child is achieving below an age appropriate level or not progressing at the expected rate. Persistent emotional and/or behavioural difficulties may need to be addressed.

The class teacher will seek advice and provide interventions that are additional to and different from those provided as part of the school's usual differentiated curriculum. All support given to children who do not have an Education and Health Care Plans but have outside agency support is called **School Support**.

- Quality First Teaching is our **Wave 1** approach. Teachers undergo observations and regular CPD to further improve teaching skills.
- The class teacher will make use of all available classroom and school resources. This may include books, apparatus, or the pastoral team.
- The class teacher will liaise closely with parents and review progress at least once a term. Both children and parents are made aware of targets set and are an important part of the review process this is achieved through interim reports being sent home and discussed at parents' evenings.
- Through our **Wave 2** approach, the class teacher will record the strategies used to support the child. This may be through individual, supported group work in class, a named intervention program, delivered during Analysis Group time. A pupil progress review will take place each term. Class teachers will endeavor to meet with parents to discuss progress.
- Teaching assistants are an invaluable support in the process of support and intervention. If reviews and assessments show that a child is still not making progress, it may be decided by the class teacher, parent and SENDCo to seek further assessments and advice from outside agencies. This level of support is referred to as School Support. School Support is our **Wave 3** approach. Despite receiving individualised support the child may still:
  - Continue working at levels substantially below that expected of children of a similar age.
  - Continue to have difficulty in developing basic literacy and numeracy skills.
  - Have emotional, social or behavioural difficulties which substantially and regularly interfere with the child's own learning and that of the class or group.
  - Have sensory or physical needs which require additional specialist equipment or regular advice or visits by a specialist service.
  - Have on-going communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.



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Children who are at 'School Support':

- The class teacher will continue to make use of all available classroom and school resources. This may include books, apparatus, Teaching Assistants, as well as using advice and/or resources supplied by other outside agencies.
- The class teacher and SENDCo will continue to liaise closely with parents and review progress at least once a term. Whether or not this is possible a copy of the child's Support Plan is sent home termly for parents to support their children at home and respond with their comments.
- The individual targets continue to be set and outcomes reviewed. The targets set are discussed fully between class teacher, SENDCo, outside agencies, Learning Support Service (Rotherham), parents and children.

If the child continues to demonstrate significant cause for concern the following will happen:

- Advice may be sought from the Educational Psychologist (EP).
- The child will be assessed by the Learning Support Service and/ or specialist staff.
- A My Plan may be written, with parents and input from all agencies and reports written by professionals. My Plans will be reviewed termly or more frequently if required.
- Following on from these assessments, and the needs of the child and family, a request can be made to the LA for an Education and Health Care Plan. This is for children who have Low Incidence Needs (e.g. severe language/communication/cognitive difficulties). In exceptional circumstances, an EHC plan may be sought for a child with social, emotional and mental health difficulties, which may manifest themselves through behavioural difficulties. Children with learning needs are classed as high incidence needs and some funding is already devolved into school budgets to address these needs.

The provision of special needs support at School Support may be through:

- Appropriate learning materials or special equipment.
- Group support.
- Individual support.
- Extra adult time to plan, deliver and monitor an intervention, normally during Analysis Group Time.
- Staff development and training to introduce more effective strategies.
- Access to LA support services.

Criteria for exiting the SEN Register/Record:

Pupils who are deemed to no longer receive SEND support will be taken off register. This process will take place with discussion between parents, SENDCo and Class Teacher.

Statement of Special Needs and EHC Plans:

From September 2014, Statements of Special Needs were replaced by Education and Health Care (EHC) plans.



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If after advice from the EP or other professionals, the school and parents consider that help is needed from outside the school's resources the SENDCo or parents may request an Education and Health Plan to be compiled by the LA.

The process for a new EHC plan will take up to 20 weeks from the initial request to an EHC plan being issued. This is subject to at least two rounds of My Plan documentation as well as support from the EP and other relevant agencies.

All EHC Plan documentation is sent to the LA SEN team, who will decide whether or not to issue an EHC Plan, in consideration with further documentation about the child from involved health and care professionals as appropriate. Should the Panel decide against issuing an EHC Plan it is then up to the school to look again at provision for the child and use the information to meet the child's needs without an EHC plan. The class teacher, in conjunction with the SENDCo is then responsible for drawing up an IEP to meet the objectives set out in the EHC Plan.

The EHC plan must be formally reviewed at least annually. It is an ongoing document, continually updated. It includes the School Context, progress towards outcomes, and views of all involved, including child, family, education professionals, Educational Psychologist and other health professionals.

### Support Plans

All children at School Support have a Support Plan, written by the class teacher in agreement with the SENCo.

These are working documents, updated at least termly, and are shared with the child, the parents and all working with the child.

Targets are taken from assessment information and advice from outside agencies if they are involved. The targets are achievable so that they can be updated at least termly to ensure progression.

Support Plans for Foundation children reflect areas of learning and relate to the EYFS profile. KS1 & KS2 Support Plan targets will reflect learning targets which are clearly identified from the National Curriculum.

One Page Profiles will be introduced which reflect the views of pupil and parent/carers and reflect strategies to support each individual's learning.

### Resources:

A range of materials and equipment is provided to support pupils with SEND at St Mary's Church of England Academy. The SENDCo organises the distribution of specialist resources and also referrals to other professionals to support and advise of specialist equipment needs.

### The Role of the SENDCo

The Special Educational Needs and Disability Co-coordinator at St Mary's Church of England Academy is Mrs Lynn Thorne and/or Mrs Sylvie Roux.

### The SENDCo:

- Oversees the day-to-day operation of the school's SEND policy.



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- Co-ordinates provision for children with special educational needs.
- Liaises with and advises class teachers.
- Liaises with the Designated Teacher where a looked after pupil has SEN.
- Advises on the Graduated Approach to providing SEN support.
- Oversees the records of all children with special educational needs, stored in locked cabinets. They are kept for the approximate life of the child (until 80 currently). Confidentiality is maintained at all times and data is stored in accordance with GDPR
- Liaises with the parents/carers of children with special educational needs.
- Contributes to the appropriate in-service training of all staff.
- Liaises with external agencies including the LA support services, Health and Social Services and other agencies as appropriate.
- Works with Headteacher and Governors to ensure the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.

### **The Role of the Governing Body:**

The Governing Body has due regard to the SEND Code of Practice (2014) when carrying out its duties towards all pupils with special educational needs.

Each school's governing body has identified a Governor to have specific oversight of the school's provision for pupils identified as having special educational needs. This governor ensures that all governors are aware of the school's special educational needs provision.

The named governor is Ms Yvette Jackson.

The governing body will report annually to parents on the status and success of the school's policy for children with special educational needs.

### **Partnership with Parents**

We try to ensure an active partnership with parents when supporting children with special educational needs.

Information about special educational needs provision is included in the school prospectus, on the website, at initial meetings with parents when children start at school.

We hold regular review meetings with parents to share progress being made by their child. If the parent is unable to attend, it may be discussed over the phone and a copy of the review can then be sent home. An opportunity is given for the parents to add their comments/feelings. We endeavour to keep them informed of any outside interventions and involve them in and share the outcomes of decision making by providing clear information relating to their children.

Staff will endeavour to be available to parents whenever they need arises and are always available at the beginning and end of the school day.

Parents are actively encouraged to share in the setting of Support Plan targets and contribute to One Page Profiles.

Any comments, compliments or complaints will be addressed either by class teachers, SENDCo, Headteacher or SEN Governor. If outside support is required parents/carers will be invited to use SSENDIAS (Sheffield SEN and Disability Information and Support) formally Sheffield Partnership Service.

We ask parents to support us by helping their children to achieve their targets and encouraging them as they make progress.

School Agency Partnerships include:



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- Educational Psychologist
- Child and Adolescent Mental Health (CAMHS)
- Speech and Language Therapy
- Occupational and Physiotherapy
- Hearing and Visual Impairment Support
- Learning Support Service
- Autism Team
- Ryegate and Sheffield Children's Hospital
- School Nurse and Specialist Nurses
- MAST (Multi-Agency Support Team)

### **Pupil Participation**

We encourage children to take responsibility and to make decisions. Throughout the school we recognise the importance of developing social as well as educational skills.

Children are involved at an appropriate level in reviews and in setting targets in their Support Plans. They are encouraged to make judgements about their own performance and attitude and approach as part of this process. They play an active role in developing EHC plans.

### **Bullying**

The school has an anti-bullying policy. Any issues of bullying should be referred to the class teacher or Headteacher.

### **Positive Handling**

Should the need for Positive Handling occur, only staff who are authorised by the Headteacher execute restraint and all incidents are recorded in the 'Bound and Numbered Book'.

For children who are identified as having significant difficulties an individual positive handling plan will be written and agreed with parents.

### **Transition**

We recognise that the smooth transition between the Foundation Stage, Key Stage 1 and Key Stage 2 has an important part to play in maintaining continuity of progress for children with special educational needs.

The SENDCo plays an important part in ensuring smooth transition between the Foundation Stage, Key Stage 1 and Key Stage 2 by liaising with parents, class teachers, support staff, and outside agencies ensuring that all relevant information is passed on.

*Particular care and effort is made by all staff involved to ensure smooth transition from KS2 to KS3.* Teaching Staff, and support staff meet with representatives from the receiving secondary schools and all special educational needs records are transferred. The SENDCo liaises with the Secondary SENDCos where required to discuss relevant issues and where appropriate, additional accompanied visits are made by the pupil and sometimes family members in order to help facilitate a smooth transition. Other professionals, such as the EP are involved in the transition of pupils with greater needs, particularly those with EHCPs. If a child transfers to another school all records are sent or taken to the receiving school. The SENDCo and/or class teacher will fully discuss the child's needs and provision with the SENDCo at the receiving school.



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### **Complaints Procedure**

It is the aim of the school to provide a professional and caring service within the scope of the resources available. Occasionally parents have concerns about situations that may arise. Any parent who has cause for concern should firstly discuss this with the staff member involved and/or the Headteacher. Should the above not bring about resolution then complaints should be forwarded to the Governing Body in line with the Complaints Policy. Details of this procedure can be obtained from the Headteacher and can be found on the school website.

### **The Local Offer**

Sheffield's Local Offer can be obtained from the Sheffield City Council website. A summary of our offer is also found on our website.