

Haughton St Giles (CE) Primary Academy

SEND Information Report



The kinds of SEND (Special Educational Needs and/or Disabilities) that school provides for:

Our school currently provides additional and/or different provision for a range of needs, including:

Communication and interaction, for example, speech and language difficulties

Cognition and learning, for example, dyslexia

Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD) autism, anxiety or emotional distress

Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties

Identifying pupils with SEND and assessing their needs

SEN are identified through the gathering of evidence relating to progress, attainment, learning behaviours, social interaction and ability to access the curriculum and school life in general. This is done by discussion between teachers, other staff, the SENCo, parents and relevant involved outside agencies.

Pupils not making expected progress are quickly identified by teachers and Senior Leaders. Initially pupils in this category receive additional target work to see if they are able to make accelerated progress.

If the target work does not have the desired outcome, following consultation between the teacher, SENCo and parents, it may be agreed that the pupil is placed on the SEN Register.

An identification of disability has to be made by other professionals, with school and parents providing information. This includes autism, dyslexia, dyspraxia and ADHD. If the diagnosed disability impacts significantly on the pupil's ability to access teaching and learning, then the pupil will be placed on the SEND register. If required, accommodations for pupils with a diagnosed disability, but who are fully accessing teaching and learning, are put in place, in order for their school experience to be enhanced. However, pupils are provided for according to their needs and this will also be without or pre diagnosis, where there is evidence of a need.

In Reception, where appropriate, there will be liaison with agencies involved with the pupil and previous settings before starting Reception to support early identification of special educational needs or to maintain an existing identification.

Speech and language difficulties are often identified by parents, teachers or other adults working with a pupil. They may be identified pre-school admission via the Health Visitor or private nursery. In most cases, a referral to speech therapy will be made. A member of staff may deliver the recommended actions at school and support parents in delivering recommendations at home. If the pupil's needs have been identified pre-admission, liaison with the speech therapist will take place.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

When deciding whether SEND provision is required, we start with the desired outcomes, including expected progress and attainment, and take into account the views and the wishes of the pupil and their parents/carers.

Consulting and involving and parents

We have an early discussion with parents when identifying whether their child needs SEN provision. These conversations will make sure that everyone develops a good understanding of the pupil's areas of strength and difficulty and that parents' concerns are taken into account. It will be clear what outcomes are being sought for the pupil and what steps will be taken to achieve the outcomes. Parent will be asked to sign an Initial Identification Form which confirms that the pupil is being placed onto the SEN Register. Where a parent is seeking a diagnosis of a disability, school will support by offering school information to the relevant professionals. In some cases, school will be able to make a referral to the appropriate agency.

Assessing and reviewing pupils' progress towards outcomes

We follow the graduated approach and the four-part cycle of Assess, Plan, Do, Review.

The classteacher works with the SENCo to carry out a clear analysis of the pupil's needs. This is based on teacher's experience of the pupil, historic information, and assessments of all areas of identified needs including social emotional and mental health.

All staff who work with the pupil will be made aware of the pupil's needs, the outcomes sought, the support to be provided, and any teaching strategies or approaches that are required. Impact of support is evaluated regularly through Assess Plan Do Review and monitoring of progress and attainment.

Supporting pupils moving between phases and preparing for adulthood

Transition within school to the next year group is managed by teachers passing on information informally to the new teacher. Further information and SEND history is available to the new teacher via the school's record keeping system and transition Assess Plan Do Review with the SENCo.

The school liaises with early years' settings, other primary schools and the pupil's future secondary school whenever a pupil is transferring schools, ensuring all relevant information is either obtained or passed on. Pupils with an EHCP have a transition meeting to plan for secondary school in year 5.

School liaises with high schools to provide all SEND information and to facilitate enhanced transition where this would benefit the pupil. All school SEND records are sent to the high school and a copy archived at school. Records are either passed via a secure electronic system or by paper copies.

When a pupil with special educational needs is admitted transferring from another primary school, the special education needs information received will be reviewed by the SENCo and information uploaded to the secure electronic record keeping system and the new staff alerted. Records are transferred from a previous setting with through the secure electronic system or paper copies are obtained. It may be appropriate for some assessment to take place at the discretion of the teacher and the SENCo.

Pupils are included in all aspects of preparation for adulthood through the teaching of self-regulation, resilience, a positive work ethic through the school values of Respect, Resilience, Pride, Forgiveness, Trust and Faith. Particular consideration is given to pupils who may have individual vulnerabilities in Relationships and Sex Education and keeping themselves safe.

Our approach to teaching pupils with SEND

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 SEND. This includes access to the wider curriculum and whole school experience. Additional interventions are timetabled to avoid impact on access to the wider curriculum wherever possible.

Interventions for pupils are planned by teachers and reviewed regularly. Pupils may have access to a specific intervention as recommended by an outside agency.

Adaptations to the curriculum and learning environment

Access to the curriculum and the learning environment is led by the needs of the pupil. Examples include: support materials in class; scaffolding of learning and tasks; increased opportunities to practice and embed skills; access to a distraction reduced or free quiet environment; a short term or long term fully differentiated curriculum when working below the National Curriculum in KS1 or KS2; strategies to support full engagement and access to whole class teaching and learning; optimum seating arrangements. These may vary from class to class according to needs.

Pupils with SEND are included in all school trips. A risk assessment may be made and necessary adjustments put in place. On the very rare occasions when risk to safety is too high, alternate arrangements may be made.

The environment of each classroom is adapted to meet the needs of the cohort. Some examples include: Pupils with ASD may have access to an individual area; pupils with indicators of dyslexia may have additional time for tasks; adapted equipment is available to pupils with dyspraxia as recommended; memory aids may be available to pupils with poor working memory; teachers and/or learning support staff trained in particular areas of need may be deployed to a particular cohort.

Additional support for learning

All pupils are encouraged to become independent learners displaying positive learning behaviours. Pupils with SEND may need more support to achieve this but the long term aim is to prepare the pupil for future learning and employment through independence and resilience.

Pupils may have additional adult support through planned and structured interventions or alongside other pupils in class. Pupils with social, emotional and mental health needs may receive appropriate interventions

When recommended by outside agencies, specific interventions will be delivered wherever possible.

Provision for pupils at School Support is planned through regular Assess Plan Do Review in line with the principles of the Graduated Response. Support will predominantly be through Quality First Teaching. Some additional interventions may take place if appropriate. However, the aim is for pupils to be present in class so that they can access the wider curriculum alongside their peers.

The SENCo monitors the progress of pupils at School Support and works in partnership with teachers and any other staff involved to develop provision according to needs.

In a small number of cases, an outside referral to CAMHS, paediatrician, Occupational Health or other support agency may be made with consent of parents/carers.

A pupil with an Education Health Care (EHC) Plan, has very specific needs which will be addressed through appropriate provision. Any pupil an EHC Plan usually receives some support from adults but the aim will always be to foster independence in order to prepare the pupil for their future life. Support is planned through an EHC Plan Personalised Provision Chart identifying the Graduated Response throughout an academic year for each area of need, closely overseen by the SENCo.

School will make their 'best endeavour' to fulfil the provision set out in the EHC Plan within the parameters of available funding/feasibility in liaison with the Local Authority where appropriate.

Expertise and training of staff

The SENCo works with all teachers and teaching assistants to develop skills for supporting the pupils with SEND in their cohort. Specific SEND Training for the whole school is provided according to the

needs of the school population.

An Educational Psychologist or representative of another outside agency may provide recommendations for provision for pupils with SEND if the school request their input.

Whole staff training in particular special educational needs or disabilities is arranged as needed.

Securing equipment and facilities

The SEND profile of each cohort is monitored to ensure that appropriate resources are allocated to each class. If a pupil has an EHC Plan, identified resources are allocated to that pupil. If a pupil requires specialist resources as identified by school or outside agencies, these are purchased for the pupil's use.

Evaluating the effectiveness of SEND provision

The progress of individual pupils is evaluated through regular Assess Plan Do Review.

The SENCo and Head teacher review the assessment data three times a year at a school, cohort and individual pupil level to inform effectiveness in context. This includes assessment using standardised tests as appropriate.

The SENCo monitors effectiveness of provision alongside the class teacher through regular Assess Plan Do Review cycles.

Annual Reviews evaluate the effectiveness of provision for individual pupils with EHC Plans. Outcomes are submitted to the Local Authority.

The SENCo and Head teacher meet regularly to evaluate effectiveness of provision.

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 before-and after-school clubs. All pupils are encouraged to go on our year 6 residential trip. If required, additional support is deployed or reasonable adjustments made.

Accommodations for pupils with SEND and disabilities for taking part in sports day/school plays/special workshop are discussed with parents where needed. In some cases this may involve a Risk Assessment. On very rare occasions where the risk to safety is too high, alternate arrangements may be made.

When a pupil with a disability is admitted, a Risk Assessment may be put in place.

Support for improving emotional and social development

All pupils with SEND have access to whole class teaching and learning on personal development.

For pupils who have social, emotional or mental health difficulties, an Inclusion Plan may be co designed by the SENCo, class based staff and parents. The assessment tool 'The Boxall Profile' is also used to provide information about areas of need and track progress or escalation of need.

Account is made of other SEND needs which may be impact and interact with social, emotional and mental health needs and any pastoral support planned accordingly.

Working with other agencies

Support and involvement with other agencies is welcomed when it is appropriate to the pupil. Representatives from other agencies can be provided with a quiet room by appointment. Liaison with appropriate staff in school is facilitated.

The SENCo will facilitate the provision of all requested information from outside agencies. The SENCo and teachers work with health professionals to create a holistic profile of a pupil's needs where appropriate and adapt provision accordingly.

The school works with Social Care to support pupils with SEN needs in the home and school where appropriate.

All information from outside agencies is collated into the secure school record keeping system to ensure that information remains available.

School requests assessments for an EHC Plan with the Local Authority through adhering to their guidelines and requirements.

Complaints about SEND provision

In the first instance, complaints about matters relating to special educational needs should be made either to the SENCo or to the Head Teacher, in person or in writing. Every effort will be made to resolve any issues at this point.

If you wish to pursue a complaint further, you should contact the Chair of Governors via haughtonoffice@stbartsmat.co.uk

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:

Suspensions/Permanent Exclusions

Provision of education and associated services

Making reasonable adjustments, including the provision of auxiliary aids and services

Contact details of support services for parents of pupils with SEND

SENDIASS Staffordshire Family Partnership can be found here : <https://www.staffs-iass.org/home.aspx>

Contact details for raising concerns

Mrs. L. Alliband SENCo via haughtonsenco@stbartsmat.co.uk

Ms. V. Hulme Head teacher via haughtonheadteacher@stbartsmat.co.uk

Ms. S. Seville Chair of Governors via haughtonoffice@stbartsmat.co.uk

The local authority local offer

Our local authority's local offer is published here: <https://www.staffordshire.gov.uk/education/Access-to-learning/Local-Offer-SEND-Pathway.aspx>