

SEN Policy and Information Report

The Staffordshire Schools Multi Academy Trust

The Richard Crosse C of E Primary School

St Mary's C of E Primary School

The Howard Primary School

Last review date:	February 2022			
Next Review date:	September 2022			
Review Cycle:	1 Year			
Statutory Policy:	No			
Publication:	Website. G/Policies			
Date	Version	Reason for change	Overview of changes made	Source
15.09.21	0.1	Internal Lead Scheduled Review	Updates in line with legislation. E Bowring	SCC
16.09.21	0.2	Board Lead Scheduled Review	No changes made. C Gethin	
17.09.21	1.0	Board Scheduled Review	Policy ratified	
01.02.22	1.1	inclusion of Dyslexia Statement	Inclusion of Dyslexia Statement. E Bowring. J Bowman	
11.02.22	2.0	Board review	Ratification by Board	

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1. Aims

Our SEN policy and information report aims to:

- Set out how our MAT 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

Broad Aims

- To give each child access to a broadly balanced National Curriculum at the appropriate level.
- To maximise the potential for learning of all children; this may require positive discrimination in favour of some pupils. Work may need to be differentiated in order to ensure a child's access to the work.
- To provide a stimulating, attractive and practical learning environment to allow pupils to derive maximum benefit from the whole curriculum.
- To match teachers' expectations of the child, with his/her current level of achievement.

Specific Aims

- To identify Special Educational Needs as early as possible.
- To record information, to inform initial discussion between class teachers, special needs co-ordinator and parents.
- To plan strategies for resolving difficulties.
- To liaise with support agencies as appropriate.
- To inform and involve directors.

2. 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

3. Definitions

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

4. Roles and responsibilities

4.1 The SENCO

The MAT SENCO is Ms Emma Bowring e.bowring@tssmat.staffs.sch.uk

The SENCO will:

- Work with the headteacher, SEN School Champions and SEN director 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
- Have an overview of SEN within all schools and liaise directly with the SEN Champions in each school for the day to day SEN provision and communication with parents.
- 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 and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the CEO, Headteachers and board of directors to ensure that the Academy and individual schools meet their 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
- Delegate school specific tasks to the individual School SEN champion member of staff
- Make all referrals for outside agency support
- Keep the school SEN website sections up to date

4.2 The SEN Director

The SEN director Mrs M Havelock-Crozier will:

- Help to raise awareness of SEN issues at directors meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the board of directors on this

- Work with the headteachers and SENCO to determine the strategic development of the SEN policy and provision in the schools

4.3 The school headteacher

The individual MAT school headteacher will:

- Work with the SENCO and SEN director to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability within their school

4.4 SEN Champions

Each school will have a designated SEN champion who liaises with the SEN coordinator, they will:

- Work with the SEN coordinator to discuss provision for the SEN children within their setting.
- Be the school link between parents and the SEN coordinator
- Monitor school based paperwork such as Assess, Plan, DO, Review forms.
- Be the first point of contact for support for staff and parents within their school.

4.5 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

5. SEN information report

5.1 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

5.2 Identifying pupils with SEN and assessing their needs

Class Teachers -

- Should notify the headteacher/SEN champion of concerns in pupil progress meetings or at their earliest concern
- Build up a bank of evidence and knowledge – e.g assessment levels, behaviour logs, classroom/playground observations.

- Class teachers will have two SEN clinics per year with the SENCO to:
 - discuss any children that they are concerned about and are monitoring
 - review progress for children already on the SEN register
 - analyse the impact of current interventions and provision for the SEN children
 - discuss professional development opportunities in areas linked to SEN
 - discuss any other concerns linked to SEN

SENCO

- Will liaise with the teacher and SEN champion in accordance with the findings of their SEN concerns and conduct observations of the child within the class and school setting.
- If the teacher and the SENCO feel that the child needs more support than classroom differentiation can offer then a conversation/meeting will be had with parents as to whether the child should be placed on the school SEN register and if a Personal Support Plan would benefit the child as part of the Assess-Plan-Do-Review target setting process.
- If everyone is in agreement then the SENCO will place the child on the school SEN register in conjunction with written consent from the parents.
- A school support programme of interventions will be looked at and monitored. If progress is still not made with this level of reasonable adjustment then outside agency support will be sought.

5.3 Consulting and involving pupils and parents

The school will make contact with individual parents immediately when they become concerned about a child. There will be 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

Wherever possible, advice will be given to parents on supporting their child. This may involve following a specific programme of work e.g. shared reading, handwriting, spelling or by attending skills workshops, to help understand the child's disability and strategies for supporting them.

In addition to twice yearly SEN consultations, parents are welcomed into school to discuss concerns. New parents are made aware of special needs provision through the prospectus and initial school meetings. Information regarding the schools SEN process can be found on each school website.

5.4 Assessing and reviewing pupils' progress towards outcomes

Our Personal Support Plans follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class 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 and 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
- Assessment data from SEN baseline testing

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.

Baseline and review assessments

Initial baseline assessments to support extra intervention and Personal Support Plans for children on the SEN register will be carried out by the SENCO and/or specialist trained SEN Support staff and reviewed every 6 months.

Combined with the usual school assessment scores, the baseline assessment standardised scores will be analysed and, alongside teacher judgement and parental agreement, children who have standardised scores in 2 or more areas falling below 89 will be placed on the school SEN register and will receive a reader for support in school assessments.

Standardised Score (Range)	Descriptive level	School Action
131 or More	Well above average	
116-130	Above average	
111-115	High Average	
90-110	Mid average	Intervention
85-89	Low average	Intervention – Take off SEN register
70-84	Below average	Intervention + put on SEN register
69 or less	Well below average	EHCP application

5.5 Supporting pupils during transitional phases

We will share information with the school or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

Please see our [Privacy Policy](#)

Liaison with all catchment high schools is well established. Exchange of information about pupils on transfer to secondary schools is done verbally and through passing on of detailed records. Physical meetings are held where deemed necessary.

Where possible additional transition intervention is put in place to support children through this stage in their education dependent on the transitional schools policy this could be: extra visits (in school and out of school hours), extra lessons over the summer term, a support/dedicated member of staff for the children to go to whilst at high school for any problems.

5.6 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.

Throughout the MAT children can work in mixed ability or single age classes. Where possible the class teachers receive TA support for small groups or individuals on a needs basis. Extra support for a children can be in any of the following ways:

Reasonable adjustments made by the class teacher in order to support the child's ability to access the curriculum. E.g. word mats, brain breaks, ICT use, pre-topic teaching, and focused sessions for target areas within a lesson.

1:1 or small group withdrawal intervention support, targeting specific areas of need, usually for 20-30 minutes, 3-5 times per week, per target area.

Support within the classroom for small groups or 1:1 development.

Physical support – physiotherapy, Speech and Language Therapy and/or occupational health school designed programmes

Some TA's have been specifically trained in different areas of intervention to provide specialist support programmes for the children.

Access to a balanced and broadly based curriculum is assured by differentiation of tasks wherever possible and no child is taken out for a substantial amount of time in one block.

A pupil with an Education Health and Care (EHC) Plan, will be monitored to ensure that needs are being met within the school setting. There will be an annual review to discuss progress, suitability of the establishment in order to meet the needs of the child and targets for the next academic year.

A child with a particularly high level of ability will be given suitably differentiated work, and extension material will be planned for him or her in order to ensure that he or she is challenged and stimulated. When appropriate, contact with the High School will be established and additional work, including appropriate books and materials, will be obtained. In particular instances, parents may be asked if they wish to consider applying for early transfer to secondary school.

Full Dyslexia Friendly Status

In every school there are a significant number of pupils with dyslexic tendencies who need not only literacy programmes to improve their skills, but also a dyslexia friendly environment in which to gain confidence and develop their abilities. The skills and strategies which dyslexic children/children with dyslexic tendencies need in order to learn can be taught. Strategies that are good for dyslexic learners are good for everyone.

A whole school approach underpins success for pupils with dyslexia.

We make provision for dyslexic pupils on the SEN register and provide programmes of support where necessary. Many strategies which are already in place, precision teaching, effective learning, formative assessment, cursive handwriting are ways in which we are helping to develop dyslexic learners and make our schools dyslexia friendly.

The aim of the school is to continue this good practice and, as part of a continuing programme of staff development, offer further advice about how to achieve a dyslexia friendly learning environment.

Across The Small Schools Multi Academy Trust we hold Full Dyslexia Friendly Status.

Dyslexia friendly statement

Being an effective school and being dyslexia friendly are two sides of the same coin. Effective schools enjoy strong leadership, value staff development and pay close attention to the quality of teaching and learning. These are schools in which all pupils are important, regardless of ability or difficulty. Crucially, more children are successful when taught using dyslexia friendly teaching methods – and while dyslexia friendly techniques can be successfully applied to children who are not dyslexic, this does not work the other way round. (Taken from Achieving Dyslexia Friendly Schools Publication).

In order to meet the needs of all our pupils within our Multi Academy Trust (MAT), we are actively working to retain our 'Dyslexia Friendly School Status' for all schools within the Trust, first gained for all schools in 2016. We believe that this will not only continue to benefit our pupils with dyslexia, but also have a significant impact upon other pupils whose Literacy skills are not appropriate for their age.

What is Dyslexia?

According to the Dyslexia institute, dyslexia can be defined as: '... a combination of abilities and difficulties which affect the learning process in reading, writing, spelling and sometimes numeracy.'

Children with dyslexia frequently have weaknesses in short term memory, sequencing and processing information – skills everyone needs to learn effectively in a busy classroom. What may start as a learning

difference quickly becomes a learning difficulty if dyslexia goes unrecognised and the teaching is inappropriate.

However, if those with milder forms of dyslexia are identified early and given the opportunity to learn the way they learn best, they may cease to have special educational needs. The skills and strategies which dyslexic children need in order to learn can be taught, and what is good for the dyslexic learner is good for everyone.

Aims of all staff are to promote:

- good inclusive practices, matching teaching to the way the children learn
- the support of children with mild to moderate learning difficulties without SEN provision
- minimal frustration and less behaviour problems,
- confident parents and children

Assessment and intervention

All teachers have responsibility for dyslexic children. Early identification of children's difficulties, whilst highlighting their strengths and enabling an appropriate intervention programme to be developed in consultation with SENCo, is paramount to the progression of children within the Academy. However, by making having Dyslexia Friendly classroom and teaching styles the needs of more children, including those with and without SEN, are met. Early intervention is essential to offset a pattern of failure, low self esteem and declining motivation.

All staff have access to the following resources specific to identifying and supporting children on the Dyslexia spectrum

- Dyslexia Indicator checklists:
- Quick dyslexia checklist
- Dyslexia Indicator for Parents
- Dyslexia Indicator for teachers

Dyslexia Friendly Classrooms

Throughout the Small Schools Multi Academy Trust, we recognise the importance of the working environment for children with Dyslexia. They may already be having difficulties with listening, hearing, looking, sitting still, concentrating, writing and finding things they will need. If their classroom environment works against them, no matter how hard they try, they will not succeed. Therefore classrooms:

- Are arranged so that the dyslexic child can sit near the front and have eye contact with the teacher.
- Have, where possible, children with dyslexia sitting alongside well motivated children or a study buddy.
- Are organised so that distractions are kept to a minimum,
- Are equipped with clearly marked and neatly arranged resources
- Have Interactive whiteboards which are set to an off white coloured background with a text colour which doesn't contrast too greatly.

- Allow all children to access support materials to promote self-help skills, e.g. key word mats, place value mats, HFW lists, punctuation pyramids.
- Have resources available for pupils with dyslexia to record their ideas without endless writing e.g. ipad voice recording, cameras, laptops for typing.

Teaching Strategies

Everyone has an individual learning style. Dyslexic children seem to process information differently. Understanding how they learn best, and being flexible enough to adapt teaching approaches are vital factors in enabling dyslexic children to learn effectively in the classroom. Therefore within the MAT, we employ the following teaching strategies supportive of dyslexic children:

- Make expectations high for intellectual stimulation, but reasonable for written responses
- Be prepared to explain things many times in a variety of ways, individually if necessary
- When looking at a child's work, we try to understand the reason for their mistakes and give them a chance to explain their difficulties. Target marking is personalised and specific to the child's individual needs.
- Ensure that written materials are accessible
- Ensure that work is scaffolded and differentiated to allow all children a sense of achievement.
- Be slow, and deliberate when giving instructions, allowing time for the meaning of the words to be absorbed and questions asked by the children.
- Where possible, we use multisensory methods of learning, including over learning – intervention methods are used to support classroom learning.
- Use visual prompts and mnemonics
- Enable dyslexic children to show their interest, knowledge and skills, despite their difficulties with writing
- Give guidance about how to tackle tasks systematically – flow charts, mind maps, grids, bullet points, paragraph starts, writing frames
- Watch out for signs of tiredness and fatigue
- Watch out for signs of falling confidence and self-esteem

Additionally, we employ the following dyslexia friendly methods to help dyslexic children with reading and writing:

- Presenting new words in small batches
- Cursive handwriting starting from the line
- Use of ICT when appropriate
- Check that children are keeping up, and not just sitting passively during shared reading and writing activities
- Provide alternative forms of recording
- Use a structured phonic programme – initially Jolly Phonics sounds and actions then letters and sounds scheme of work.

Partnership with parents

We acknowledge that maximum participation by parents/carers is essential in engendering positive attitudes to dyslexic learners. We will help to allay parent's fears for their child's education by understanding their concerns and pursuing strategies to help. Concerns identified by the school will be discussed with the parents at the outset. Parents are kept up to date about Parent Partnership initiatives through post and the display board.

Emotional and Social Development

The MAT offers:

- An extensive PSHE curriculum which covers a wide range of social and emotional awareness opportunities [PSHE Policy](#)
- 1:1 sessions with the SENCO can be used to develop and explore more complex areas of SEMH and behavioural needs.
- Nurture groups
- Forest School
- School Councils
- Emotional Literacy Support (St Mary's based)
- Assembly themes based on core values, such as friendship, self-wellbeing, being happy, what to do when you have worries etc

5.7 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' Personal Support Plan progress each term with parents and pupils.
- Reviewing the impact of interventions against their baseline.
- Using pupil questionnaires
- Monitoring of provision for children with SEN by the SENCO e.g access to learning in lessons, quality of intervention.
- Using assessment cycle data points to measure progress
- Holding annual reviews for pupils with statements of SEN or EHC plans

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

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 residential trip(s) e.g Whitmore Lakes and Kingswood.

All pupils are encouraged to take part in sports day/school plays/special workshops etc

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

Please see the following policies for more information:

- [TSSMAT Equality Policy](#)
- [Admissions Policy](#)
- [TSSMAT Inclusion Policy](#) [TSSMAT Inclusion Policy](#)

5.9 Working with other agencies

When school intervention programmes alone are not enough to support the individual, the MAT SENCO will discuss with parents the possibility of outside agency support.

The school has access to a range of outside agencies to support academic learning needs, physical disability, hearing impairments, visual impairments, behaviour, social and emotional problems and family and parental support.

The MAT SENCO attends district SEN and Inclusion Hub meetings each half term to discuss the needs of pupils who are not making progress with school support alone. Many different professionals are at these meetings offering support and guidance. This is the first step towards putting together an EHCP request if deemed necessary by the district hub.

The school is also able to request referrals to Speech and Language specialists, school nurses, occupational therapists, Midlands Psychology and CAMHS (child and adolescent mental health) teams.

5.10 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.

[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

5.11 Contact details of support services for parents of pupils with SEN

The local authority local offer and a directory of support services can be found on the Staffordshire Connects website.

www.staffordshireconnects.info/kb5/staffordshire/directory/home.page

6. Monitoring arrangements

This policy and information report will be reviewed by Mrs Charlene Gethin (CEO) and Mrs Emma Bowring (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 Board of Directors.

7. Links with other policies and documents

Other policies and documents linked to areas of SEN not already stated in the report can be found via the following links:

- [Accessibility Action Plan](#)
- [Dyslexia Friendly Statement](#)
- [Behaviour](#)
- [Asthma Policy](#)
- [Attendance Policy](#)
- [Supporting Children with Long Term Medical Needs Policy](#)
- [Liaison and Transition Policy](#)
- [Behaviour Policy](#)

Key contacts:

TSSMAT and The Richard Crosse Primary School SENCO - Ms Emma Bowring

St Marys Primary School SEN Champion - Mrs E Lott

Howard Primary School SEN Champion - Ms Stretton

All staff can be contacted via office@tssmat.staffs.sch.uk