



Jesus (the gardener) nourishes and tends us as we learn and grow, so that we can all flourish. As a vine, we are one, but all unique and special to Him. We care for each other, as God cares for us.



SEN Policy and Information Report 2022-23

Scotforth St. Paul's Primary and Nursery School

Approved by:	Date:
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1. Aims

We value all the children in our school equally and we recognise the entitlement of each child to receive the best possible education. Within a caring and mutually supportive environment we aim to:

- Build upon the strengths and achievements of the child
- Create an environment in which all individuals are valued, have respect for one another and grow in self-esteem.
- Give equal access to all aspects of school life through academic, social and practical experiences. This will allow all children to experience success regardless of SEN, disability or any other factor that may affect their attainment. This is in so far as it is reasonably practical and compatible with the child receiving their special educational provision and the effective education of their fellow pupils.
- Ensure that effective channels of communication are sustained so that all persons including parents and carers are aware of the pupil's progress and Special Educational Provision (SEP) made for them.
- Assess children regularly so that those with SEN are identified as early as possible.
- Enable pupils with special educational needs to make the greatest progress possible.
- Work towards developing expertise in using inclusive teaching and learning strategies.

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 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.

4. Roles and responsibilities

4.1 The SENCO

The SENCO is Mrs R. Atkinson Contact: 01524 65379 fsks1leader@scotforth-st-pauls.lancs.sch.uk

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

4.2 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

4.3 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

4.4 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 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 learning difficulties

5.2 Identifying pupils with SEN and assessing their needs

The school is committed to early identification in order to meet the needs of children with SEN. Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. Teachers' ongoing assessment will provide information about areas where a child is not progressing satisfactorily. These observations may be supported by formal assessments such as Baseline Assessment, NFER, SATs or the use of PIVATS. Teachers will then consult the SENCO to consider what else might be done – the child's learning characteristics; the learning environment, the task and the teaching style should always be considered.

Progress for children will be achieved by focusing on classroom organisation, teaching materials, teaching style and differentiation. If subsequent intervention does not lead to adequate progress then the teacher will consult the SENCO to review the strategies that have been used. This review may lead to the conclusion that the pupil requires help that is additional to or different from that which is normally available. This would constitute Special Educational Provision (SEP) and the child would be registered as receiving SEN Support.

We seek to identify pupils making **less than expected progress** given their age and individual circumstances. This can be characterised by progress which:

- 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
- Fails to make progress with wider development or social and emotional needs.
- Fails to make progress in self-help, social and personal skills.

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.

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.

5.3 Consulting and involving pupils and parents

Class teachers consult the SENCo when they have a cause for concern about a child. A cause for concern sheet is completed and this forms the basis of discussions with parents. When a parent asks to meet with a class teacher/SENCo this form may be completed at the initial meeting.

Where class teachers have a concern they will have an early discussion with parents when identifying whether their child needs 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 written on a cause for concern sheet and added to the pupil's record and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEN support.

5.4 Assessing and reviewing pupils' progress towards outcomes

The school will use the graduated approach as advised in the Code of Practice 0-25 Years – 'Assess, Plan, Do, Review'. This process is initiated, facilitated and overseen by the SENCO, whilst the class teacher is responsible for carrying out the process of assessing, planning, doing and reviewing. Where external agencies are involved, the SENCO will be responsible for liaising with those agencies. The SENCO will also provide advice and guidance throughout the process, and may carry out some additional assessment. The SENCO will update all records of provision and impact of that provision. The teacher will maintain the personalized plans and keep them updated.

ASSESS - The teacher and SENCO will consider all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. This will include formative assessment, using effective tools and early assessment materials. From this, we identify the child's current attainment, achievements and learning profile. This may involve taking advice from the SENCO, external specialists and may include the use of diagnostic and other assessments to determine the exact areas of need and strategies recommended. Where external specialists are involved directly with the pupil, parental consent will be sought first. Information may also be gathered to discover what is important to the pupil and how best we can support them.

PLAN – Pupils and parents will be involved in the planning process as much as possible. This means that the pupil and their parents/ carers are supported in the planning process to arrive at goals and plans that make them key players in the learning process. This will be used to ascertain aspirations and outcomes for the child in the short and longer term. Parents and pupils will take away a copy of the plans for the term, which will include the expected outcomes, actions and strategies and provision to be used. A review date will also be set. Class teachers will share the plan with the child.

DO- The strategies and interventions agreed in the plan will be implemented and progress monitored using monitoring sheets plus specific tracking of progress through any interventions. Progress may be measured through assessment scores and/or through qualitative observations.

REVIEW- The progress of the pupil will be reviewed at the end of the specified period of intervention. This review will form the basis of further assessment and planning. Meetings with parents happen at least termly for children with an Individual Learning Plan..

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.

5.5 Supporting pupils moving between phases and preparing for adulthood

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

If children are transitioning mid year then the SENCo would ring and speak directly with the SENCo at the new setting. Where a child has an EHCP extra transition sessions would be planned including the new class teacher coming to Scotforth ST. Paul's to meet the child in a familiar setting.

When children leave Y6 to join High School the Y6 class teacher has a transition meeting with the Y7 lead. Children on SEN support have extra transition sessions to familiarize themselves with the new school including its layout and new routines. Children get to meet the support staff and the SENCo and know who to ask for help from. All paperwork is sent in September some electronically and the rest is dropped off in person.

When a child with SEND is transitioning to Scotforth St. Paul's from a Nursery/home into the Reception class then the Reception class teacher will go out to meet them in their familiar setting. SEND handovers/meetings occur in the Summer term before they start school. Occasionally a parent informs us of a child's SEND who does not attend Nursery. In these instances the Reception class teacher will visit the family and the child can be offered extra transition sessions.

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.

We will also provide the following interventions:

- Lego therapy
- Friendship/social groups
- Language and communication groups
- Dyslexia specific spelling groups
- Catch up phonics
- Thera putty groups
- Typing
- Handwriting
- Movement groups
- Extra reading

5.7 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.

5.8 Additional support for learning

We have teaching assistants and a Learning Mentor who are trained to deliver interventions such as Lego therapy and Thera putty programmes.

Teaching assistants will support pupils on a 1:1 basis when needed e.g. extra reading/physical skills/personal safety/Speech and Language.

Teaching assistants will support pupils in small groups when needed e.g. reading comprehension groups/Thera putty activities/Lego Therapy/Touch typing.

We work with the following agencies to provide support for pupils with SEN:

- Specialist Teacher for those with a visual Impairment
- Occupational Therapist
- Early Years specialist Teachers
- Educational Psychologist
- Speech and Language Team
- Virgin Care-school nurses
- Longland's Child Development Centre

5.9 Expertise and training of staff

Our SENCO has 3 years experience in a support role and has worked as a class teacher in school for over 20 years.

They are allocated 2 hours a week to manage SEN provision.

We have a team of teaching assistants, including a Learning mentor who help to deliver SEN provision. One Specialist communication support assistant works with a child with a hearing impairment.

We use external specialist staff for supporting a child with a visual impairment and the SALT team to support our work with children with communication difficulties.

5.10 Securing equipment and facilities

The SENCO will make referrals for funding for children with or without an EHCP who need access to specialist equipment e.g securing funding for furniture for children in Early Years to support them in their standing/walking.

5.11 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 after a minimum of a half term.
- Using pupil questionnaires
- Monitoring by the SENCO
- Holding annual reviews for pupils with EHC plans

5.12 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 residential trip(s) to Lockerbie in Y6.

All pupils are encouraged to take part in all events in school including Sport's days.

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

- All pupils whose education, health and care (EHC) plans name the school will be admitted before any other places are allocated
- Children with a visual impairment have access to equipment including a visualizer/magnifiers etc. Staff wear Hi vis Jackets when children are out of school to aid the child to find an adult.
- Certain classrooms have been identified as having less background noise for children who wear hearing aids.
- School is on many levels but the whole of KS1/the hall and lower KS2 are accessible due to a series of ramps.
- Staff attempt to avoid writing using black pens on white paper to support children with visual stress and dyslexia.
- Children within school are taught about a range of disabilities and how they can support their friends.
- People with a disability are encouraged to come into school as positive role models for children. In the past we have had students and staff with disabilities and sports people working with children.

5.13 Support for improving emotional and social development

Statistically, children with SEND are more likely than their peers to experience bullying. Consequently staff and governors endeavor to generate a culture of support and care among pupils. We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEND are encouraged to be part of the school council/Worship committee/subject ambassadors.
- Pupils with SEND are also encouraged to be part of clubs to promote teamwork/building friendships. All children have the chance to be trained as a play leader in Y5. All children in Y5 and Y6 regardless of their SEND are buddies to younger children.

We have a zero tolerance approach to bullying.

5.14 Working with other agencies

Families are sign posted to agencies who can offer support through our weekly newsletter. During the academic year 2022-23 we will be offering information evenings and support sessions to parents of children with a diagnosis of SEND or who have an interest in finding out more.

Our learning mentor is always available to meet with parents.

5.15 Complaints about SEN provision

Complaints about SEN provision in our school mirrors the school's other complaints procedures. Should a parent/carer have a concern about the provision made for their child they should in the first instance discuss this with the class teacher. If the matter is not resolved satisfactorily parents/carers have recourse to the following:

- Discuss the problem with the SENCO
- Discuss the problem with the Headteacher
- More serious on-going concerns should be presented in writing to the SEN Governor, who will inform the chair of Governors.

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

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

Parents can find lots of information by going on www.lancashire.gov.uk and searching for the SEND partnership. They will find all of the contact details for different agencies alongside form for referrals.

Our weekly newsletter has information about groups in the local area for concerned parents whether their child has a diagnosis or not. There is also information on activities taking place locally for primary aged children including special screenings of films for autistic children at VUE cinemas.

5.17 Contact details for raising concerns

Parents can contact their child's class teacher either by phoning the school on 01524 65379 or emailing them direct.

The SENCo can be contacted on the same number or emailing Mrs. Atkinson at

fsks1leader@scotforth-st-pauls.lancs.sch.uk

5.18 The local authority local offer

Our local authority's local offer is published here: www.scotforth-st-pauls.lancs.sch.uk

6. Monitoring arrangements

This policy and information report will be reviewed by The Headteacher Mrs K. Walsh and the governors **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 body.

7. Links with other policies and documents

This policy links to the following documents

- Accessibility plan
- Behaviour policy
- Equality information and objectives
- Supporting pupils with medical conditions policy