



**SEN Policy and Information Report 2020**

**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**

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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 Mrs Emma Bowring [e.bowring@tssmat.staffs.sch.uk](mailto:e.bowring@tssmat.staffs.sch.uk)

The SENCO will:

- Work with the headteacher 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
- 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.

#### 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 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/severe/profound and multiple learning difficulties

### 5.2 Identifying pupils with SEN and assessing their needs

#### Class Teachers -

- Should complete a Cause for Concern SEN form as soon as they feel they have sufficient evidence and/or confidence in their professional judgement that a child is displaying signs of having a Special Educational Need.
- Building up a bank of evidence and knowledge is key – 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 in accordance with the findings of the Cause for SEN concern 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 Plan-Do-Review target setting process.
- If everyone is in agreement then the SENCO will place the child on the schools SEN register in conjunction with written consent from the parents.

### **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. The regular school newsletter reminds parents of the accessibility of staff. New parents are made aware of special needs provision through the prospectus and initial school meetings.

### **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 targets 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 with the support of Special Educational Needs Support Services 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.

Makaton is taught weekly in assembly to all children across the MAT to encourage inclusivity and support all children with their early communication skills.

## **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, 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 Staffordshire Schools Multi Academy Trust we hold Full Dyslexia Friendly Status.

## **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
- 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 building block criteria 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 agency support to support: academic learning needs, physical disability, hearing impairments, visual impairments, behaviour, social and emotional problems and family and parental support.

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](http://www.staffordshireconnects.info/kb5/staffordshire/directory/home.page)

## 6. Monitoring arrangements

This policy and information report will be reviewed by Mr Paul Lovern (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](#)