



SEN Information Report

Date:	November 2024
SENCO:	Katie Butler
SEN Governor:	Joanne Farrimond
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Dedicated SEN time:	10 periods per week
Local Offer Contribution:	https://www.wigan.gov.uk/Resident/Education/Special-Educational-Needs-and-Disability/Local-Offer/index.aspx
Date parents consulted:	19/11/2024
Date presented to/approved by Governing Body:	03/12/2024

Whole School Approach:

High quality first teaching and additional interventions are defined through our annual dialogue across the school contributing to our provision management approach. These documents help us to regularly review and record what we offer EVERY child or young person in our care and what we offer additionally. These discussions also serve to embed our high expectations among staff about quality first teaching and the application of a differentiated and personalised approach to teaching and learning. We make it a point to discuss aspirations with ALL our learners.

Underpinning ALL our provision in school is the **graduated approach** cycle of:



All teachers are responsible for every child in their care, including those with special educational needs. (Reference: Teaching & Learning Policy)

SEN Needs:

Assess:	<p>The school will use data from KS2 SATs, transitional meetings with primary schools at which discussions will take place to highlight any additional support that may be needed once a pupil reaches St Edmund Arrowsmith. In-class, subject based benchmarking taken at the start of year 7, in-class assessment data from teachers and additional testing based upon referrals from concerned staff, parents or indeed from the pupil themselves,</p> <p>Targeted Education Support Service (TESS) reports and finally Educational Psychologist (EP) assessments.</p>
Plan:	<p>Teaching staff, alongside the SENCo, Directors of Learning (DoLs), support staff and, if necessary, external expertise, will look at how best the learning needs of the young person within their classroom.</p>
Do:	<p>Interventions will range from in-class Quality First Teaching and differentiation (teacher led) to specialist 1-1 provision run by an external specialist (see below for more detailed analysis of specific interventions).</p>
Review:	<p>The classroom teacher and/or provider of 1-1 provision alongside the SENCo to review the progress of the intervention and more importantly transference of the skills to within the classroom will carry out the review. Pupils and parents will also be invited to participate in the review to ensure that their views are felt and heard regarding the intervention.</p> <p>Having consulted with children, young people and their parents, all our additional provision (internal or external) is based on an agreed outcomes approach.</p>

Children and young people’s SEN are generally thought of in the following four broad areas of need and support:

1. **Communication and Interaction**

Provisions offered within school to assist pupils with communication and interaction issues are: -

<ul style="list-style-type: none"> • A clear reward and sanction system • Written instructions • Chunking of instructions • Extra time to process information • Exam concessions • Guided reading • Visual timetables 	<ul style="list-style-type: none"> • Comic conversations • Buddy systems • Monitoring cards • Time out / safe place • Emotion cards • Incredible 5-point scale • SULP • Talking Partners • Transition Group • ELKLAN • Social Stories • Check in chats • Pupil note/thought books 	<ul style="list-style-type: none"> • TA support • External TESS support • External SALT support • External EMBRACE support • SENDIAS support • Private Educational Psychologist • Local Authority Educational Psychologist
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2. Cognition and Learning

Provisions offered within school to assist pupils with cognition and learning issues are: -

<ul style="list-style-type: none"> • A clear reward and sanction system • Written instructions • Chunking of instructions • Extra time to process information • Exam concessions • Guided reading • Visual timetables • Social Stories 	<ul style="list-style-type: none"> • Talking Partners • IDL Literacy • Mathswatch • TT Rockstars • Buddy systems • Monitoring cards • Time out / safe place • Emotion cards • Sulp • SoundsWrite • Maths recovery 	<ul style="list-style-type: none"> • 1-1 TA support • Working Memory Training • External TESS support • External SALT support • External OT support • External EMBRACE support • SENDIAS support • Private Educational Psychologist • Local Authority Educational Psychologist
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3. Social, Emotional and Mental Health

Provisions offered within school to assist pupils with social, emotional and mental health issues are:-

<ul style="list-style-type: none"> • Pastoral Support • 1-1 TA support • Exam concessions • Counselling • Pastoral Hub support • Check in chats- Key person • Form teacher support 	<ul style="list-style-type: none"> • PSTEC • Attachment & Trauma Therapy • External TESS support • External Gateway Services support • External MHST support 	<ul style="list-style-type: none"> • External CAMHS support • Private Educational Psychologist • Local Authority Educational Psychologist
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4. Sensory and/or Physical Needs

Provisions offered within school to assist pupils with social, emotional and mental health issues are:

<ul style="list-style-type: none"> • Lower-floor teaching and/or lift to upper floor • Sign trained TAs (Sign-a-long) • Access to VI/HI service (SSET) • Laptop • Fidget toys • Movement breaks • Access to quiet space 	<ul style="list-style-type: none"> • Audio recording • Scribing • Timeout card • External Occupational Therapy support • External Speech and Language Support • Talking Partners
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(Reference: SEN Policy January 2015)

As of **November 2024**, we have 54 children or young people that are in receipt of additional funding, whilst in the academic year 2024/25 130 pupils accessing additional support during the year. This figure is impacted as pupils are removed from the Code of Practice immediately upon cessation of additional support, as per the current legislation.

We have internal processes for monitoring quality of provision and assessment of need. These include review of assessment data, pupil/parental voice and lesson logs completed by the TAs.

Consulting with Children, Young People and their Parents

Involving parents and learners in the dialogue is central to our approach and we do this through:

Action/Event	Who's involved	Frequency
Pupil Passport Review	Young Person, Parents, TAs and SENCo	Twice per year
Guidance Evening	Parents and teachers	Annually
Parents Evening	Young Person, Parents, Teachers and SENCo	Annually
Annual review of (EHC) provision	Young Person, Parents, Teachers, TAs, SENCO and External Support Providers.	Annually

Staff Development

We are committed to developing the ongoing expertise of our staff. We have current expertise in our school:

Initials of person	Area of expertise	Level (as per p58 of SEN Code of Practice 2014)
DD, CS, DG, MJW, OC	Talking partners	MPS1
DD, OC	Behaviour Management	Level 4
KB, CS	P Scales	UPS1, Level 4
KB	ELKLAN	UPS1
CS, KB,	Word Wasp	Average Level 4
CS, KB, GS	SoundsWrite	Average Level 4
KB, CS, DG, MO, MW,	Sign Language (Signalong)	All levels (UPS3 to Level 2)
CD DH LM SB	Team Teach	All levels (UPS3 to Level 2)

During the year there has been a more defined focus on training all TAs on SEN needs so all TAs have the same level of training. All TAs are received training on Hearing Impairment and Visual Impairment from the SSET Team and emotional regulation training from the TESS team.

As a school we are experiencing more students with a range of different needs, and we need all our staff to be able to teach and support these pupils to enable them to achieve the best they can. All staff are scheduled to attend training this academic year for ADHD, ASD and Dyslexia.

We have also volunteered to take part in a national project run by the parent carer forum the project is Neurodiversity in schools. As part of the project, we receive 6 lots of training available to all staff based on different areas of Neuro Diversity, ranging from understanding neurodiversity to the effect the environment has on our Neurodiverse children, We also have dedicated support from CAMHS one day per month specifically for our Neurodiverse pupils. There will also be 3 parent events where parents are invited in to meet other parents and access support and guidance from wealth of agencies who support Neurodiversity.

Staff Deployment

Considerable thought, planning and preparation goes into utilising our support staff to ensure children achieve the best outcomes, gain independence and are prepared for adulthood from the earliest possible age.

All our subject areas within school have a designated TA who supports primarily within that area. We also have 1x level 2 TA to support our more complex needs pupils on a 1 to 1 basis. In addition to this we have an intervention TA who is responsible for delivering specific intervention to our more complex needs pupils. This is done on a needs basis and is tailored to meet the needs of individual pupils as detailed within EHC plans,

All our in class support provided by subject specific TAs is more room based, rather than pupil centric, allowing support staff the opportunity to provide assistance to the more able within the class, whilst the teacher offers support to those that are less able.

Our transition setting offers small classroom provision for our most vulnerable pupils, with specialist HLTA support, and all lessons that are none lab-based take place in the one room (English, maths, history, geography & Religious Education), with the remainder of lessons in a mainstream setting. Additional specialist interventions take place within this setting, dependent on need, ranging from phonics reading skills to additional handwriting lessons.

Finance

Our notional SEN Budget this year was £689,502 and the expenditure breakdown of that income is as follows:

Support staff is £499,999 (includes TAs and Teaching costs) following restructure
Behaviour support £121,049 (DHI,DCO,DDA,OCO)
Commissioned external services = £18,350 (DW &PO) TESS £6500, Attendance £5k
Additional teaching resources = £6377

A full list of our external partners who we work with can be found in our contribution to the Local Offer. Extending our school approach, we commission using an outcomes-based approach. This enables us to hold our partners and ourselves to account.

We believe this has benefited our children/young people and their families in the following ways:

- Increased speed of provision

- More targeted provision
- Broader range of provision offered

School Partnerships and Transitions

Our academic assessment for children and young people with special educational needs is moderated through our cluster of schools and neighbouring partners.

This year, we worked with our feeder partners to welcome 30 children and young people with special educational needs or disabilities and we supported children and young people transition to the next phase in education or employment.

Our approach involved:

- Taster days in Year 5.
- Attending Y6 annual reviews of pupils with EHCPs
- Bi-weekly transition afternoons beginning the spring half-term, to allow for familiarisation into school, with tours, treasure hunts and sample lessons part of the programme.
- Three days for transition where all feeder school, plus pupils not from feeder but that have been given a place are put into their respective forms and given a mock timetable, plus lunch in the canteen, to aid familiarity with the school system.
- Meeting with our new pupils with SEND and parents on new intake day in July.

For pupils leaving St Edmund Arrowsmith we work alongside our in-house careers advisors, providing advice on guidance on their pathway post-16. We also liaise with most of our local colleges, including them in transition reviews and providing pertinent information to ensure a smooth transition into further education. We also visit the post 16 providers that our young people with SEN needs are going to go to alongside the pupils to offer support to the pupils and ensure a smooth transition takes place.

Complaints

Our complaints procedure is that all complaints are recorded whether received verbally or written and then the respective member of SLT will investigate the complaint. That member of SLT will review the evidence and action accordingly.

This year we had 0 formal complaints.

Challenges this year

Challenges for our school have included: -

1. The dissemination of information to all members of the teaching staff
2. Reviewing the existing provision arrangements
3. Ensuring quality of experience for all students with SEND is the same across all lessons

We intend to address this through: -

1. Continuing to update the new school system, Arbor for all pupils with SEND. Ensuring this information is correct, up to date and accessible to all staff. (Further training to all staff)

2. A continued programme of assess -> plan -> do -> review is also to be implemented regarding provision that are currently in place, whilst reviewing new and emerging provisions to ensure that St Edmund Arrowsmith is always offering the best quality and variety of provision to meet each student's individual needs.
3. Introducing teaching staff to the GM OAIP document alongside Wigan's toolkit so that all staff are aware of the ordinarily inclusive practice that should be in place for all pupils and what needs to be in place to better support students with SEND across the subject areas.

Further Development

Our strategic plans for developing and enhancing SEN provision in our school next year include further staff training, both support staff and teaching staff, further focus on the quality of teaching our pupils with SEND receive and a more robust system to identify and refer pupils who may have an undiagnosed need or require further assessment and support from external agencies.

In preparing this report we have included staff, parents and children and young people through termly reviews and support afternoons, where issues and provisions are discussed on a regular basis, in addition to private parental meetings, which alongside the students themselves, has led to the development of this information report.

Relevant school policies underpinning this SEN Information Report include:

- Admissions Policy 2015
- Home to school transport policy
- Safeguarding Child Protection Policy December 2016
- Whole school behaviour policy 2017
- Wigan school's complaints procedure 2016
- Anti-bullying policy
- Teaching & Learning Policy 2017

Legislative Acts taken into account when compiling this report include:

- Children & Families Act 2014
- Equality Act 2010
- Mental Capacity Act 2005
- Special Educational Needs and Disability Regulations 2014

GLOSSARY OF TERMS

ELKLAN -	Is a company name - provide a speech programme for students with communication needs.
TESS	- Targeted Education Support Service
SALT	- Speech and Language Therapy
OT	- Occupational Therapy
SENDIAS	- Special Educational Needs and Disabilities Information Advice and Support Service
PSTEC	- Percussive Suggestive Technique (created in order to make otherwise difficult things much faster and simpler to achieve)
IDL	- Indirect Dyslexia Learning
SSET	- Specialist Sensory Education Team
TA	- Teaching Assistant