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## SEN Information Report

Date:	January 2020
SENCO:	Mark Webster
SEN Governor:	Simon Atherton
Contact:	<a href="mailto:mwebster@arrowsmith.wigan.sch.uk">mwebster@arrowsmith.wigan.sch.uk</a> , 01942 728651 x*2241
Dedicated SEN time:	Wednesday, plus 5 other weekly periods
Local Offer Contribution:	<a href="https://www.wigan.gov.uk/Resident/Education/Special-Educational-Needs-and-Disability/Special-Educational-Needs-and-Disabilities.aspx">https://www.wigan.gov.uk/Resident/Education/Special-Educational-Needs-and-Disability/Special-Educational-Needs-and-Disabilities.aspx</a>
Date parents consulted:	Not gone to parents yet

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### 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)

**Assess:** 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, Targeted Educations Support Service reports and finally Educational Psychologist assessments.

**Plan:** Teaching staff, alongside the SENCo, Heads of Departments, support staff and, if necessary, external expertise, will look at how best the learning needs of the young person within their classroom.

**Do:** 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).

**Review:** 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.

Having consulted with children, young people and their parents, all our additional provision (internal or external) is based on an agreed outcomes approach.

## **SEN Needs:**

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: -

- A clear reward and sanction system
- Written instructions
- Chunking of instructions
- Extra time to process information
- Exam concessions
- Literacy app (with key vocabulary)
- Guided reading
- Visual timetables
- Social Stories
- Comic conversations
- Buddy systems
- Monitoring cards
- Time out / safe place
- Emotion cards
- Incredible 5-point scale
- Sulp
- Talking Partners
- Transition Group
- ELKLAN
- 1-1 TA support
- External TESS support
- External SALT support
- External EMBRACE support
- SENDIAS support
- Private Educational Psychologist
- Local Authority Educational Psychologist

2. Cognition and learning

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

- A clear reward and sanction system
- Written instructions
- Chunking of instructions
- Extra time to process information
- Exam concessions
- Literacy app (with key vocabulary)
- Guided reading
- Visual timetables
- Social Stories
- Talking Partners
- IDL Literacy
- IDL Numeracy
- Mathematics
- 123 maths
- Buddy systems
- Monitoring cards
- Time out / safe place
- Emotion cards
- Sulp
- Nurture Group
- 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

3. Social, emotional and mental health

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

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- Pastoral Support
- 1-1 TA support
- Exam concessions
- Counselling
- Inclusion manager
- Pstec
- Attachment & Trauma Therapy
- External TESS support
- External Gateway Services support
- External CAMHS support
- Private Educational Psychologist
- Local Authority Educational Psychologist

#### 4. Sensory and/or physical needs

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

- Lower-floor teaching and/or lift to upper floor
- Sign trained TAs (Signalong)
- Access to VI/HI service (SSET)
- Handwriting
- Typing
- Laptop
- Audio recording
- Scribing
- Timeout card
- External Occupational Therapy support
- External Speech and Language Support
- Talking Partners

(Reference: SEN Policy January 2015)

As of **January 2020**, we have **25** children or young people that are in receipt of additional funding, whilst in the academic year 2019/20 **101** 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	Annually
IEP	Young Person, Parents, member of Learning Support team	3 times per academic 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:

<b>Initials of person</b>	<b>Area of expertise</b>	<b>Level (as per p58 of SEN Code of Practice 2014)</b>
JD, CS, DG, MJW	Talking partners	Level 3/4
JD, MJW	Behaviour Management	Level 4
KA, CS	P Scales	MPS4, Level 4
KA	ELKLAN	MPS4
CS, KA, MR	Word Wasp	Average Level 4
CS, KA, MR	SoundsWrite	Average Level 4
KA, JD, CS, DG, LW, MO, MW, CW	Sign Language (Signalong)	All levels (UPS2 to Level 2)
MW, KA, JD, CS, DG, LW, MO, MJW, CW, OW, SB, JP	Team Teach	All levels (UPS2 to Level 2)

During the year there has been a more defined focus on complex needs students, culminating in individual training to teachers of 3 different pupils, all with very different needs. BSL Level 1 signing has been offered to all staff, with 3 opting to undertake the training.

As a school we are experiencing more students that are either within, or have utilised, the care system, and as such are working towards becoming a trauma aware school. Our current trauma counsellor is organising for a specialist trainer to come to school, and we hope to have pushed this whole staff before the end of the academic year.

## **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.

Support staff are allocated upon need; Yr 7 & Yr 8 pupils with full support will often have only one or two TAs that work alongside them, getting to know what works and what does not for them, feeding back the relevant information to the SEND department, who then disseminate the information to staff, aiding the Quality First Teaching process.

From Y9 onwards allocation is based more upon the skillsets of the TAs, allowing for more focused support and moving away from an over-reliance on one person, which we feel benefits both the pupil and the TA. Support at this period 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 **£467,497** and the expenditure breakdown of that income is as follows:

- Support staff (additional to quality first provision) = £298,925
- Commissioned external services = £35,000
- Additional teaching resources = £6,329

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 eight feeder partners to welcome **26** children and young people with special educational needs or disabilities and we supported **36** children and young people transition to the next phase in education or employment.

Our approach involved:

- Taster days in Year 5.
- 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.
- We closely monitor children and young people's destination data.

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.

## **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** complaints.*

## **Challenges this year**

Challenges for our school have included: -

1. Pupils that previously would have been admitted to more specialist provisions with complex needs, and how to differentiate resources to levels that staff have no formal training in.
2. The physical resources available with the Learning Support Department.
3. The dissemination of information to all members of the teaching staff
4. Reviewing the existing provision arrangements
5. Staffing resource
6. Ensuring quality of experience for all students with SEND is the same across all lessons

We intend to address this through: -

1. Regular staff training sessions throughout that calendar, both explicitly around the New Code of Practice, and discretely through CPD, especially in relation to Quality First Teaching.
2. The Transition Department moved location three years ago to a larger room that allowed new approaches and provisions to be offered. Architects have improved external access to the provision with an outside door that is wheel chair accessible and added improved windows, providing better natural light. TVs have replaced boards, giving better visibility to students but further improvements need to be made to that furniture and divisions of the classroom.
3. The electronic Additional Needs Register continues to be developed further to provide more information to staff that is relevant to each child that is listed on the Additional Needs Register, whilst providing a forum for support staff to provide additional input on each pupil, allowing for more targeted teaching approaches within the classroom.
4. 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 (BETT & Nasen LIVE) to ensure that St Edmund Arrowsmith is always offering the best quality and variety of provision to meet each student's individual needs.
5. Strategic deployment of staffing to ensure better coverage whilst reviewing staffing numbers within the confines of additional support funding from the Local Authority.
6. Department leaders to analyse data and target students within classes across the age groups and curriculum to ensure that students barriers to learning are being removed to support their learning.

## **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, development of the Transition provision and the implementation of digital devices to aid pupils with in-class interventions.

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

**Date presented to/approved by Governing Body:**

**3 December 2019**

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**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