

The Blessed Sacrament Catholic Primary School, Preston

SEN Information Report 2020 - 2021



At The Blessed Sacrament Catholic Primary School every teacher is a teacher of every child, including those with SEND.

Our SEND profile for 2020-2021 (at the time of writing) shows that 19% of children are identified as having a SEND.

- 48% of children on the SEND register have been identified as having SEND linked to Communication and Interaction (including speech and language difficulties and problems with social interaction)
- 18% of children on the SEND register have been identified as having SEND linked to Cognition and Learning (including maths, reading, writing, spelling etc)
- 22% of children on the SEND register have been identified as having SEND linked to Sensory/and or Physical difficulties (including disabilities that affect mobility, sight and hearing)
- 12% of children on the SEND register have been identified as having SEND linked to Social, Mental and Emotional Health (including ADHD, ADD, Attachment Disorder, anxiety and behavioural difficulties)
- Less than 1% of the school population have a Statement or Education Health Care Plan.

At The Blessed Sacrament Catholic Primary School, we believe that every pupil should have the opportunity to achieve their full potential. We want all children and adults to be part of the inclusive learning environment that we strive to create.

We place the highest value on high quality teaching for all children and actively monitor teaching and learning in school. We strive to create a curriculum and a learning environment that is flexible enough to allow for the needs of all children who are part of our school community.

The learning of all children is tracked and monitored, and all assessment is used as part of the 'assess, plan, do review' cycle to inform target setting and planning. Our whole school monitoring cycle also incorporates pupil progress meetings.

At different times in their school life, a child or young person in our school may need additional support so that they can access the curriculum. This may be due to a special educational need or disability (SEND).

IDENTIFYING SPECIAL EDUCATIONAL NEEDS

Special Educational needs and provision falls into four broad areas which are outlined in the SEND Code of Practice 2015 as:

1. Communication and Interaction
2. Cognition and Learning
3. Social, mental and Emotional Health
4. Sensory and/or Physical

We place a significant emphasis on early identification of those children who are experiencing difficulties accessing learning and general school life.

The purpose of identification is to establish what action we need to take, not to fit children into a category or give them a label.

We identify these needs by considering the needs of the whole child and not just the special educational needs.

We consider what is NOT SEN but may still impact on progress and attainment:

- Disability (the Code of Practice outlines the 'reasonable adjustment' duty for all settings and schools provided under the current Disability Equality legislation – these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- English as an Additional Language (EAL)
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of a Serviceman/Service Woman

The Code of Practice (2015) suggests that pupils are only identified as having SEN if they do not make expected progress once they have had adjustments made to the curriculum, quality first teaching and interventions.

Children will only be placed on the SEN Register if their needs are 'additional to' or 'different from' the quality differentiated teaching and learning opportunities. The SEN register is kept by the inclusion Manager in consultation with class teachers.

A GRADUATED APPROACH TO SEN

UNIVERSAL – QUALITY FIRST TEACHING

At the Blessed Sacrament Catholic Primary School high quality teaching (Wave 1), differentiated for individual children is the first step in responding to pupils who may have SEN.

This means:

- that all teachers have the highest possible expectations for every child in their class
- that teaching is built on what children already know, can do and can understand
- different ways of teaching are in place so that children are involved in learning
- specific strategies (which may have been suggested by specialist teachers or outside agencies) are in place to support children to learn
- teachers will let parents know what their child is learning and how they are progressing

Interventions and support can never compensate for a lack of good quality teaching therefore we regularly review and monitor the quality of teaching for all pupils, including those at risk of underachieving. Good practice for SEN children is good practice for all children.

It is important to us as a school to review, and where necessary improve, teachers understanding of strategies to identify and support vulnerable pupils, and to update teachers knowledge of the SEN most frequently encountered in their classrooms.

Every child's progress is continually assessed and reviewed so any pupils showing gaps in their learning are identified. These gaps can then be addressed through targets and intervention.

The decision to make special educational provision for a child involves the Inclusion Manager, class teacher and sometimes members of the Senior Leadership Team. All the information about a child's progress from the 'assess-plan-do-review' cycle, along with national data and expectations, is considered when making decision to place a pupil on the SEN register. Parents, carers and children are invited to be involved in the decision making process through meetings and reviews (where appropriate). This level of support is termed SEN Support, it is school based and it may include additional provision at Wave 2 or 3 using programmes of intervention and support that reflect the need to access the whole curriculum.

TARGETED INTERVENTIONS

Interventions:

- May be run in the classroom or in sessions outside of whole class learning.
- Are planned and led by the teacher but may be delivered by a teacher or a teaching assistant.
- Are usually group sessions with specific targets to help children to make progress (targets are used in both group and class work).
- Are monitored and assessed by the Inclusion Manager, subject leaders and the SLT.

Parents will be informed if their child is taking part in intervention.

PERSONALISED – SPECIFIED INDIVIDUAL SUPPORT

For higher levels of need we may need to make arrangements for 1:1 support time or involvement from external agencies and professionals.

- Some pupils may follow 1:1 work; such as if the child has a Statement of SEND, an Educational Health Care Plan or if they have been assessed by outside agencies.
- Children who have been identified as having Social, Mental and Emotional Health needs have access to the school nurture worker.

External agencies that we liaise with regularly include:

- Speech and Language Therapy Service
- Occupational Therapy
- SEND Traded (LCC)
- Waite Psychology (Educational Psychologist)

Teachers are responsible and accountable for the progress and development for all pupils in their class, including children who may need additional support from teaching assistants or specialist staff.

MANAGING PUPILS NEEDS ON THE SEN REGISTER

Every class teacher is responsible for monitoring and evidencing the progress of the children in their class. Internal and external support with this is available to all teachers and other professionals can be included in this process.

Children's attainment and progress is reviewed at least termly and next steps put in place.

Below are a range of ways that teachers do this in school:

- Individual Provision Maps
- Individual Behaviour Management Plans
- Individual Nurture Plans
- Pupil Passports
- Provision Maps
- Targets
- Use of PIVATS to plan targeted provision in class.

These documents are kept up to date by the class teacher and reviewed if necessary by the Inclusion Manager and are updated at least termly.

The information kept on in these documents is used to inform termly pupil progress meetings. Children and families are involved in the process through meetings and discussions about targets and next steps.

Following identification of barriers to learning and next steps the level of provision will be decided. This means that it will be decided if we are able to, as a school, meet the needs of the child internally or whether we need external support.

If we are able to meet the needs of the child internally then the 'assess-plan-do-review' cycle will be followed. This cycle will involve the class teacher using the evidencing and planning documents outlined previously to inform the planning of lessons and interventions to support the child in achieving their next steps.

If, after two full cycles of 'assess-plan-do-review', the child is not making the expected progress then the class teacher, Inclusion Manager, SLT and parents will meet to discuss changes to the provision for the child.

Using the evidence gathered from the two cycles and through discussion we will decide whether it is appropriate to seek support from external agencies and the local SEND services. To engage specialist support the Inclusion Manager will fill in the relevant documentation and send it off, along with any required evidence. Class teachers and parents may sometimes be required to contribute to this process.

External support is monitored by the Inclusion Manager and can involve class teachers, parents and SLT.

The costing of external support is done by the school through provision maps and monitoring forms.

We will ensure that children, parents, carers and families are involved in the process as much as possible through regular discussion and meetings as appropriate.

MONITORING AND EVALUATION OF SEND

The Inclusion Manager is responsible for regularly reviewing the SEND provision in school.

This is done through:

- Work scrutiny
- Planning scrutiny
- Lesson observations
- Pupil interviews
- Parent/carer interviews and discussions
- Learning walks
- Scrutiny of PIVATS assessments

The Inclusion Manager feeds back to SLT and Governors following audits of provision. The evaluation and monitoring arrangements promote and active process of continual review and improvement of provision for all pupils.

TRANSITION

Transition between schools and Key Stages is fully supported at The Blessed Sacrament Catholic Primary School.

Parents and children have the opportunity to speak to any member of teaching staff or the Inclusion Manager within school in order to make smooth transitions.

For transition from Key Stage 2 to Key Stage 3 each child participate in a number of taster days organised by the secondary schools. Additional visits can be organised via the Inclusion manager providing the secondary school are willing to help arrange this.

ACCESSIBILITY

- There is disabled access, from the front entrance of the building to all classrooms and teaching areas of the school. The specialist teaching rooms (music and Chapel) that are upstairs would not be used by the class of a child who was unable to access them.

- Information is made available on the website, on noticeboards around school and from the main office.
- We have a wide range of ICT equipment that can be used to support SEN children with their learning.
- We offer a daily breakfast club. We also offer a wide range of afterschool clubs to cater for the interests and needs of all children. The majority of clubs run by school staff are free of charge.
- We also have an after school club, which runs until 5.30pm. There is a charge for this.
- The staff and Inclusion Manager endeavour to provide clubs that are open and accessible to all pupils.

ROLES AND RESPONSIBILITIES:

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Designated lead for Safeguarding: Kelly Hannah

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Children Looked After: Miss Nichola Bonsor

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Special Educational Needs and Disability Officer (SENDO) from the Local Authority: Ian Phillips

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Please find Lancashire's local Offer here: <http://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities.aspx>