



## **SEN Information Report August 2016**

Welcome to St. David Haigh & Aspull CE Primary school's SEN Information report.

The following document has been created through a culmination of lengthy and robust professional dialogue with both school-based and Local Authority Professionals, and in close consultation with all stakeholders. For your information, a copy of the parent questionnaire used when reviewing this report is attached below. The return figures for completed questionnaires was approximately 15%. Of those returned, 90% were highly positive, with 10% suggesting improvements to the Information Report, which are being addressed currently.

It is designed to provide the reader with a clear and concise overview of SEN here at St. David's. If however, the document does not answer all your questions, then please feel free to contact the school.

### **1. How the school knows if a child requires extra help:**

Parental consultation is highly respected in our school and if concerns are raised from home, these will always be pursued fully within school. If however, this is not the starting point for needs analysis, the school has a number of means by which we will identify additional needs that children may display. The assessment timetable (and related pupil tracking) is set annually in order that progress over time can be closely monitored and where concerns are raised, these are acted upon swiftly and interventions are planned in a timely manner. We also consider prior knowledge of the child and any historical data / concerns and keep in-depth records to refer to as the need arises. Both teaching and non-teaching staff monitor daily the children in our care and should concerns be raised, there is a clear understanding that the SENCo will be notified as a matter of course and specific monitoring can be instigated.

### **2. What to do if you think your child may have special educational needs:**

We operate an 'open-door' policy and welcome parent/carer involvement in the education of all our children. Parents can make appointments to see appropriate staff either through the school office or via the pupil planners. If your child already attends the school and you feel that your child has additional needs, then you should contact the class teacher in the first instance – this will then be discussed with the SENCo and considered on an individual basis. If your child is new to the school and has existing special educational needs, then a meeting will be arranged with the SENCo to discuss and plan for the school to meet those needs, both prior to entry and in the first few weeks after, to ensure smooth transition.

In addition to this, there are two Parents Evenings planned in each academic year, at which parents can discuss concerns with the class teacher and can meet with the SENCo if required.

### **3. How the school staff will support your child:**

Support is tailored according to and dependent upon an individual needs basis. Class based differentiation will address and meet the needs of children in the first instance; planned for and evaluated by the class teacher. Differentiation is monitored through many forms of internal moderation by the Senior Leadership Team.

Beyond this, children will have an Individual Education Plan (IEP) that is formulated by the class teacher, ratified by the SENCo and agreed with both parent/carer and the child. The IEP will contain: specific target areas that the child needs to focus on developing; who will help the child both in school and at home; signatures of those involved; and dates for review (as they are time-limited). The IEP will function under the 'assess – plan – do – review' cycle.



When needs are identified, matching intervention programmes are employed to address specific or general needs. These can be delivered by both the teaching assistant (TA) and teacher, often in small group time or 1:1 where a specific need is identified.

Both IEP's and intervention programmes are monitored by the SENCo and impact is evaluated. Tracking of pupil data (for groups and individuals) allows close scrutiny of the progress made by all children. Provision mapping that is collated by the SENCo maps out the support given to children with additional needs. This document shows clearly: which children are in receipt of support; what type of support is given; who delivers the support; when the support occurs; and the frequency of the support. Again, as a minimum, this document is reviewed and amended 3 times per year.

External professional agencies are consulted on a needs basis and where individual consultations are required, parental/carer permission is sought prior to involvement of any kind. The resulting reports from such consultations set out clear recommendations that better equip the school to cater for and meet the specific needs of children in our care. These too are monitored and evaluated on a regular basis to ensure needs continue to be met. Professional support agencies (along with LA SEN&D officers) are also accessed as a matter of course in the annual review process for those children in receipt of an Education Health and Care Plan (EHC).

#### 4. How the curriculum will meet your child's needs:

Differentiated expectations are at the core of provision here at St. David's and are fully embedded in both the planning and evaluation processes that teachers carry out.

There are numerous forms the differentiation takes in the classroom but as a guide, all teachers identify whether this is by: outcome, task, resources, support, time-allocation, teaching style and level of expectation. Each of these is planned based on any recommendations from the professional reports received for individual children.

This approach ensures the curriculum is accessible for all children and through meeting the needs of individuals, children are allowed to succeed and celebrate their achievements.

#### 5. How home and school know how your child is getting on in school:

Both your child's class teacher and SENCo are available to speak to at Parents Evening held twice a year. Beyond these, meetings can be scheduled dependent of need. Teachers also attend multi-agency meetings (and follow-ups) with parents to monitor provision and progress.

Throughout the year, your child's Assertive Mentoring reports will show both progress and targets for improvement.

On / before entry, transition meetings are scheduled with the feeder Nurseries to ensure smooth transition in to Reception class. This is in addition to the schools INSPIRE sessions held in school by the Reception teachers (held after home visits)

#### 6. Support on offer for your child's general well-being:

At St. David's we encourage staff and parents to draw on the many agencies available in supporting our children. This support can be sought from the following: Learning Mentor, Social Care, Gateway Services, School Nursing team, SENCo.

In addition, we have a number of First Aid trained staff; instigate medical care plans as required; have accessible toileting facilities and any development of the school is carried out under regulations for disabled access.

Please see the school policies for both behaviour and medicines as these set out protocols in supporting well-being of children in our care.



Supporting children on an individual basis is key to inclusive education and here at St. David's we pride ourselves in avoiding exclusions and increasing attendance. In addition to the behaviour policy, where the need arises 1:1 support is allocated during unstructured/unsupervised times for individual children (including provision of areas to access appropriate to need; at transitions during the day, children who have been identified are supervised by adults to ensure smooth movement throughout school.

The school Learning Mentor carries out many supportive roles including: individual / group support, IBPs, monitoring attendance and punctuality, rewards based approach to attendance, letters to parents and coordinates internal seclusion of children where necessary.

We actively seek the views of children through an effective school council, class suggestion boxes, questionnaires and worship group.

Working alongside parents, we value advice and meet the needs of children through careful and thoughtful parental consultation.

#### 7. Specialist services available:

In addition to those already referred to in the sections above, school also works closely with the Wigan Schools Outreach Services in tailoring provision for the needs of children identified with SEN. School actively promotes the inclusion of all available services dependent upon needs. (See Appendix for services list)

#### 8. Staff training:

Staff have access to current and specific training in accordance with the schools CPD policy. Recent training includes: Autism Awareness for identified Teaching Assistants; mental health training for LM; anger management for LM; R-time training for LM; plus the SENCo has submitted results of staff IDP audit to Wigan TESS Team to instigate future training.

#### 9. Inclusion outside the classroom:

Wherever possible, children are fully included in opportunities outside the classroom. Risk assessments drive provision and are carried out in detail. Medical care plans are consulted and followed also. In addition to the above, where the need arises, parents advice is sought and are integral to planning for provision.

#### 10. School accessibility:

Please see the school's Access Plan for details.

#### 11. Transition throughout school life:

In addition to transitions mentioned above...school operates individualised transition planning and implementation. Within school, class-to-class transition meetings are driven by End of Year Proforma documents that identify groups/individuals with additional needs at transition. In Year 6, early transition meetings are held with receiving schools and where offered, additional pre-visits are planned.

#### 12. Allocation of resources:

According to additional funding formulas (TIS 2/EAL/TAS), resources are allocated to address recommendations from professional reports. On a class needs basis, TA support is planned for and monitored by the class teacher.

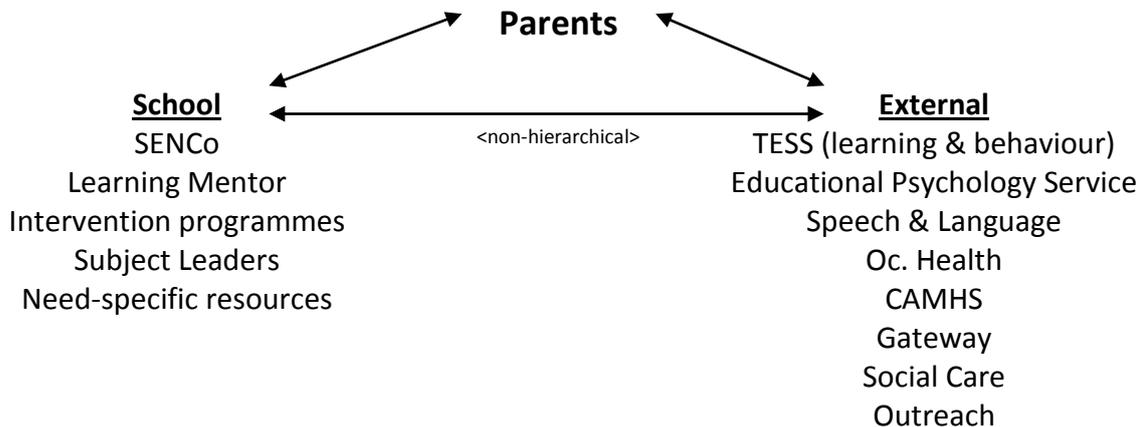


### 13. Decisions making processes:

Parental concerns are often the basis of needs identification and provision for children in our care and should the need arise, parents are asked to make contact with the SENCo in the first instance. Decisions made at a class level are the responsibility of the class teacher if and when the need arises. These class-based decisions are monitored by the HT & SLT through tracking data – this forms the basis for an ongoing decision cycle that takes into account needs, provision, progress and attainment. Decisions are also taken by the HT through data tracking and staff consultation – these are monitored closely throughout the year and can result in professional advice being sought. As detailed in the sections above, there a number of professional and support agencies that can be consulted as needs arise. The results of any professional involvement (including reports, recommendations etc.) generally form the basis for decision making within school and all recommendations are carried out rigorously.

Decisions are monitored and consulted on through evidence gathered from the following: marking, teacher evaluations, TA evaluations, observations, progress meetings, provision mapping, and external assessments.

### Decision grid:



### 14. Contacts list:

School – Headteacher, SENCo, Teacher, Learning Mentor (01942 831310)

Local Authority – see Wigan Council Local Offer here:

<https://www.wigan.gov.uk/Resident/Education/Special-Educational-Needs-and-Disability/Special-Educational-Needs-and-Disabilities.aspx>

### Appendix:

TESS (learning & behaviour)  
Educational Psychology Service  
Speech & Language  
Occupational Health  
CAMHS  
Gateway  
Social Care  
Outreach