



PARISH OF THE ASCENSION, HULME

SEN Policy and Information Report

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Aims:

This policy aims to:

- The children of St Philip's are from a wide variety of cultures, backgrounds and lifestyles. To help the children experience school as a caring, supportive environment, we aim to ensure equality of opportunity for all our children irrespective of race, gender, class, ability, special needs, sexuality, or whether they are Looked after children. We expect and encourage our children to acquire reasoned attitudes and values including respect for and understanding of their own and other people's values and ways of life.
- St Philip's has a named SENDco (Sandra Jamieson) and a named governor (Maria Brown) responsible for SEN. They ensure that the school policy works within the guidelines and inclusion policies of the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), the Local Education Authority and other policies current within the school.
- Here, it is the belief that all children have an equal right to a full and rounded education which will enable them to achieve their full potential. We use our

best endeavours to secure special educational provision for pupils when this is required, that is additional to, and different from, that provided within the differentiated curriculum to better respond to the four areas of need identified in the [Special Educational Needs and Disability \(SEND\) Code of Practice](#):

Communication and interaction
Cognition and learning
Social, emotional and mental health
Sensory and / or physical needs

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

This policy also complies with our funding agreement and articles of association.

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 SENCO is Sandra Jamieson

Who will:

- Work with the Headteacher and SEN governor 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 head teacher and governing board to ensure that the school meets its 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

4.2 The SEN Governor

The SEN Governor will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the head teacher and SENCO to determine the strategic development of the SEN policy and provision in the school

4.3 The Head teacher

The Head teacher will:

- Work with the SENCO and SEN governor 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

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 Condition, 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
- Moderate/severe/profound and multiple learning difficulties

5.2 Identifying Pupils With SEN and Assessing Their Needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

5.3 Consulting and involving pupils and parents

At St. Philips we value all our parents input and strive to build strong and mutually beneficial partnerships to achieve the best outcomes for our children.

We will have 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

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEN support.

5.4 Assessing and Reviewing Pupils' Progress Towards Outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject 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

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.

5.5 Supporting Pupils Moving Between Phases and Preparing For Adulthood

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.

All our staff will be involved in a passing over of information when our children are moving into a new class. At important transitions there will be a personalized programme for the pupil negotiated with all stakeholders. All our feeder High schools offer their own KS2-KS3 transition and we are fully supportive, making sure that SEN children make a smooth and anxiety free start at their new school.

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.

We will also provide the following interventions:

- A differentiated curriculum
- Strategies to improve literacy and numeracy skills
- Strategies to improve attention and listening skills
- Strategies to increase social and interaction skills
- Strategies to develop emotional management skills
- Strategies to improve fine motor skills
- Strategies to improve sensory needs

5.7 Adaptations To the Curriculum and Learning Environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing

- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

5.8 Additional Support for Learning

We have 13 teaching assistants, who are trained to deliver interventions such as ELKAN, Narrative Therapy, Team teach, Social skills, Inference skills, EAL and Functional skills

Teaching assistants will support pupils on a 1:1 basis when the needs of the child require

Teaching assistants will support pupils in small groups when appropriate for the needs of the child.

We work with the following agencies to provide support for pupils with SEN:

- One Education Educational Psychologists
- Speech and language therapists
- Sensory Support Service
- SCAIT (Autism)
- The Birches (Specialist support)
- The Grange (Outreach support)
- Manchester Statutory Support Team
- Children's Social Services
- SEN officer
- School Admissions officer
- Travel Coordination (SEN)

5.9 Expertise and Training of Staff

Our SENDCo has over ten years teaching experience, she has been the Assistant Headteacher and is now Deputy Headteacher.

The school has a team of eleven very experienced teaching assistants who are trained to deliver a wide range of SEN provision. We have particularly skilled staff to deliver Speech and language programmes and to support those children identified as having condition.

In the last academic year, our staff has been trained in social skill support, support for specific needs - eg dyslexia and supporting children with hearing impairments, speech and language support and how to support childrens' wellbeing.

We use specialist staff such as Speech and Language Therapists, Educational Psychologists, Assessment of specific needs eg dyslexia and the school nurse.

5.10 Securing Equipment and Facilities

In addition to EHC plans, the school provides through its own budget and Element 3 funding:

ICT for some children with dyslexia

A sensory room

Adapted chairs

Quiet workspaces

5.11 Evaluating the Effectiveness of SEN Provision

The SEN provision is mapped out by the SENCO and any gaps identified

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their STAR targets each term
- Reviewing the impact of interventions after 6 weeks
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with statements of SEN or EHC plans
- Assessed against targets

5.12 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 year 5 / 6 pupils are encouraged to go on our residential trip

All pupils are encouraged to take part in sports day/class assemblies/special workshops, etc. All activities are adapted or differentiated to address the needs of the children

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

5.13 Support for Improving Emotional and Social Development

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the school council
- Pupils with SEN are also encouraged to be part of our after school clubs to promote teamwork/building friendships etc.
- All children have lessons in Personal, Social and health Education/Citizenship
- We have a designated Parental support/Early interventions officer in school who works as a Pastoral support to our children
- All staff have pastoral responsibility for the welfare of our children
- We provide a Breakfast club daily where our children can socialize as well as eat a healthy breakfast.
- After school we have a variety of activities which help to enrich, extend and enhance our children into fully rounded individuals

We have a zero tolerance approach to bullying.

5.14 Working With Other Agencies

We are involved with many other agencies at St Philips that help to support the development of our children .

5.15 Complaints About SEN Provision

Complaints about SEN provision in our school should be made to the SENCO/Head teacher in the first instance. We hope that all our parents will feel comfortable in communicating their complaints, in the knowledge that they will be listened to and dealt with quickly and fairly.

If still not happy they will be referred to the school's 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

5.16 Contact Details of Support Services for Parents of Pupils With SEN
Information and Advice Service Moss side 0161-209-8356

5.17 Contact Details for Raising Concerns

Head teacher Mr P Edwards 0161-226-2050

5.18 The local authority local offer

Information and support can be found at:

<http://hsm.manchester.gov.uk>

6. Monitoring Arrangements

This policy and information report will be reviewed by the 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 governing board.

7. Links with Other Policies and Documents

This policy links to our policies on:

- Accessibility plan
- Behaviour
- Equality information and objectives
- Supporting pupils with medical conditions

Date Approved:	May 2020
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