

St. James' Church of England Primary School

SEND Report 2017/2018

Senco: Lesley Gore

SEN Governor: Rev Paula Robinson

At St James' C of E Primary School we believe in the concept of the learning community and lifelong learning. Through our teaching we aim to equip children with the skills, knowledge and understanding necessary to become independent learners, with the ability to make informed choices about the important things in their lives. We believe that appropriate learning and teaching experiences help children to continue to develop and explore their potential.

Our SEND provision allows pupils with learning difficulties the opportunity to follow a curriculum specifically tailored to develop life skills and to give pupils self-confidence through their learning thus enabling them to maximize their potential and to work independently. We are committed to narrowing the attainment gap between SEND and non-SEND pupils. This may include short-term intervention learning programmes, before and after school skills groups and other learning interventions developed to personalise learning. We have very good attendance as pupils want to come to school to experience our high quality learning provision.

All children and young people are entitled to an education that enables them to make progress so that they:

- achieve their best
- become confident individuals living fulfilling lives
- make a successful transition into adulthood.

If your child has special educational needs and/or a disability and you would like to know more about what we offer at St James' C of E Primary School please contact us on 0161 224 6173 or e-mail us at:

admin@st-james-rusholme.manchester.sch.uk

SEND Coordinator: Mrs L Gore

Headteacher: Mr G. Shortall

The kinds of Special Needs for which provision is made at St James

We have regard to the definition of SEN and SEND stated in Section 312 of the Education Act 1996:

'Children have SEN if they have a learning difficulty which calls for special educational provision to be made for them.'

Children have a *learning difficulty* if they:

- a) have a significantly greater difficulty in learning than the majority of children of the same age; or
- b) have a disability which prevents or hinders the child from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the LA (Local Authority).
- c) is under compulsory school age, and falls within the definition at a) or b) above or would do so special educational provision was not made for the child.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Special educational provision means:

- *educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools, other than special schools, in their area*
- *for a child under two, educational provision of any kind*

The definitions of disability are from the children's Act 1989 and the Equality Act 2010

A person has a disability for the purposes of this Act if he has a physical or mental impairment which has a substantial and long-term adverse effect on his ability to carry out normal day-to-day activities.

The Special Educational Needs Code of Practice lies at the heart of our school's SEN policy and sets out the processes and procedures that all organisations should follow to meet the needs of children. The Government have produced a new special needs and disability (SEND) code of practice implemented in September 2014. The Code describes a graduated approach that recognises that children learn in different ways and can have different kinds of SEND.

Previously, children on our SEN register were placed at School Action and School Action Plus. SEN support will replace School Action and School Action Plus as the new category for additional support for children with special educational needs.

Assessment and Identification

The school promotes a graduated approach to assessing, identifying and providing for pupils' special educational needs. This approach follows a model of action and intervention to help children make progress and successfully access the curriculum. It recognizes that there is a continuum of SEN and that where necessary increasing specialist expertise should be involved to address any difficulties a child may be experiencing.

Throughout the Early Years Foundation Stage, Key Stage 1 and Key Stage 2 the children are assessed against nationally set criteria to check their progress across all areas of learning / subjects. It is through this process that children who are not making expected progress are highlighted. Teachers and Support Staff play a vital role in raising concerns about other barriers to learning, such as behavioural, social and emotional matters.

A rigorous assessment procedure to track children's progress is continuously used. If a child fails to make expected progress the next stage would be to move to the use of school intervention and/or outside agency involvement for the identification, assessment and recording of children's learning difficulties. We incorporate these procedures into our normal working practice.

If staff identify a child who may have SEN it may be necessary to put effective special educational provision in. This provision will be identified through the assessments carried out during the Monitoring period. The provision will be outlined on Intervention Tracking Sheets. This sets out any arrangements that are additional to and different from the usual curriculum. These are shared with the child and reviewed each term, or as appropriate. Further advice and professional support is sought and implemented as is considered necessary for the individual needs of the children.

Provision

Class Teachers have responsibility for enabling all pupils to learn. To achieve this they:

- plan appropriate work / activities for their pupils
- ensure that support is available for all children (inclusive 'quality first' teaching)
- differentiate the curriculum to take account of different learning styles, interests, abilities
- ensure that all children can be included in tasks / activities
- monitor individual progress
- celebrate achievement
- identify those children who require additional or different support in order to make progress
- set targets on Intervention Tracking Sheets and discuss these with parents and pupils

Teaching Assistants:

- through 'quality first' teaching, support the teachers in enabling all children to have access to the teacher
- support the teachers in enabling children with SEND to have access to an appropriate curriculum
- encourage and promote independence in the children
- liaise with the Class Teacher
- help to prepare resources and adapt materials
- lead interventions to close the gap for children experiencing difficulty
- promote the inclusion of all children in all aspects of life at school

Intervention is carried out by the school and is 'additional to or different from' the usual differentiated curriculum. It can take the form of:

- using different learning materials in the classroom
- making reasonable adjustments within the physical environment
- making reasonable adjustments to routines
- support staff in the classroom
- a more focused level of support in a small group withdrawn from the class

- focused work to be completed at home

Just as every child has different needs, so too are the needs of children who have special educational needs different for each child. It will be for the Class Teacher, with support from the Teaching Assistant, SENCO and Senior Leadership Team, to decide what the most effective frequency and timing of support is for each child who has special educational needs.

Organisation of Support

Our inclusive approach to provision means that the majority of pupils have their needs met by accessing levelled planning that is used across the school to ensure that all lessons are appropriately differentiated. Lessons are structured to provide a range of activities. The school adopts a flexible approach to support provision in order that a child's individual needs can be met. The support provided usually falls into one of the following categories:

- Direct or indirect support in the classroom
- Focused withdrawal support from the classroom

We encourage emphasis being placed on learning within the normal peer groups. Although the needs of the pupils are considered individually they may not necessarily be supported individually. The physical layout of the school enables us to make provision for small groups of children as well as personal learning areas. This allows us to provide greater differentiation with more quality support.

Bespoke pastoral support is put in place in response to the needs of the children. This may take the form of support within school – the use of the “Buddy” system with other children or Mentor Support provided by a member of staff. In some cases external agencies, such as Bridgelea PRU, may be enlisted to provide specifically tailored pastoral support.

External Support

When a child is demonstrating further cause for concern or their learning need is more complex and persistent than can be met by the school interventions already put in place, school will engage with relevant external services. This is triggered when:

- a child continues not to make adequate progress
- continues working at levels substantially below that of children of a similar age even when teaching approaches have been targeted on an identified area of weakness
- continues to have difficulty in developing Literacy and Numeracy skills
- has emotional or behavioural difficulties which substantially or regularly interfere with the child's own learning or that of the other learners, despite taking part in an individualised behaviour management programme
- has sensory or physical needs and require additional specialist equipment or require regular advice or visits by a specialist service
- has on-going communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning
- a child's learning needs are manifesting themselves either in a more complex or in a more specific way as they move on through the school

For these children, the difference between their attainment and that of the other children is widening and this needs further investigation.

A request for support from external services is likely to follow a decision taken jointly by school staff in consultation with parents. In seeking the support of external support services, those visiting the school will need to have access to the child's records in order to establish which strategies have already been tried and parental permission must be given.

The external specialist may:

- act in an advisory capacity to refine targets set by the school
- extend the expertise of the teaching Staff
- provide additional assessment
- be involved in supporting the child directly
- suggest that a statutory assessment is advisable
- consult with all parties involved with the child

Statutory Assessment: Education Health Care (EHC) Plan/Statement

When a child is demonstrating a significant cause for concern or their learning need is more complex and persistent than can be met by the interventions already put in place statutory assessment will be considered. The EHC Plan incorporates all information about the child from birth to 25. All parties, including health and other agencies involved with the child contribute to this plan. If a Statutory Assessment is required the school, in consultation with the child, parents and outside agencies, will submit reports for consideration by the Local Authority's Provision Panel. The request is made to the Local Authority (LA), which in our case is Manchester.

The school office can provide further information about Manchester's Local Offer of SEND Provision.

The Local Authority will need to have:

- information about the child's progress over time
- documentation in relation to the special educational need
- details of action taken by the school to meet the child's special educational needs
- particulars of any special resources or arrangements put in place.

This information includes where relevant:-

- Individual Education Plans (IEPs) for the child
- records of regular reviews and their outcomes
- health reports, including medical history where relevant
- national assessment levels and reports or records of progress compiled by the teachers
- educational and other assessments, for example from an advisory teacher or an Educational Psychologist
- reports from other professionals involved with the child (Social Services, Educational Welfare services, Health and Education services).

The views of the parent and child are sought. Parents may also make a Request for Statutory Assessment. They will need to contact the Parent Partnership Service at the Local Education Office to be advised of the way forward. If the school makes a Request for Statutory Assessment, parents can still access the Parent Partnership Services at any point in the process. The process is defined by a specific timescale and statutory procedures. All of the evidence is gathered and sent to the Local Authority Special Educational Needs Officer who in turn sends it for review to the Special Educational Needs Panel. If the request is successful, then further evidence is gathered from all of the agencies who have involvement with the child.

If the Provision Panel agrees to the need for an 'Education Health Care Plan', the Local Authority will lead on the process. School will prepare the necessary documentation and send it to the Local Authority. EHC Plans are subject to annual review which will include parental views about the child's progress.

Further reviews can be arranged at any time if significant concerns arise. Children under 5 years of age are subject to 6 monthly reviews.

Transferring Statements to EHC Plans

The legal test of when a child requires an EHC Plan remains the same as that for a statement.

It is expected that all pupils who have a Statement and who would have continued to have one under the current system, will be transferred to an EHC Plan. No child should lose their Statement and not have it replaced with an EHC Plan simply because the system is changing.

The transition period for transfer to EHC Plans has been extended to 2018.

Recording

Records are kept on each child. They are stored in a locked filing cabinet. Once a child's individual need is identified it is recorded on the school's SEND register. This is stored on the school's Management Information Systems and on the school's internal ICT network. There is also a Medical List to enable staff to be kept informed of any medical information. This is updated by the admin staff in the main office. General Learning Support and Intervention records are maintained, by Class Teachers, to chart children's progress. This year we have replaced IEPs with a whole school Intervention Tracking Sheet. These are completed every half term between the class teacher and the teaching assistant. Information from Pupil Progress Meetings feeds into the organisation and delivery of interventions.

The school's flexible approach allows for children to access support and intervention as and when necessary. Names can also be added or removed from the SEND Register following consultation with relevant personnel and agencies.

There are also some general information files, stored in the school's office which includes master copies of letters and forms which may be required for identification, assessment, monitoring, referral, evaluation and review. They also contain correspondence from outside agencies.

The Special Educational Needs Coordinator (SENCO)

Mrs Gore is the SENCO. She is responsible for the implementation of the SEND policy and will support and encourage other members of staff where and when necessary. She will liaise with parents and relevant outside agencies, Medical and Psychology Services. She will attend and cascade appropriate in- service training in order to meet new developments with policy and practice. She will prepare and deliver INSET and assist in the purchase and deployment of resources encouraging their efficient and effective use. The SENCO will also be responsible for overseeing the maintenance of the Special Needs Register. When a child is demonstrating a significant cause for concern or their learning need is more complex and persistent than can be met by the interventions already put in place specialist expertise will be secured.

Partnerships

The partnership between parents and school will play a key role in promoting a culture of positive expectation for SEND pupils. Parent partnership is encouraged through termly consultations, curriculum newsletters, annual reports, SEND reviews and informal discussions.

We endeavour to create positive links with our parents by operating an 'Open Door' policy. Pupils and parents are at the heart of decision-making, ensuring high quality individual education pathways are carefully planned around the specific needs of the child. We try to accommodate parental availability when planning meetings.

Initially, when a child's special needs are identified, a letter is sent home to parents raising awareness and inviting them into school to discuss this further.

Parents are consulted regularly at the termly parental consultations and review discussions. Phone and email contact is maintained which ensures that difficulties and anxieties can be resolved swiftly.

School Agency Partners include:

- Educational Psychologist
- School Nurse
- Speech and Language therapist
- CAMHS
- Community Paediatrician
- Physiotherapists
- Specialist Services
- Outreach provision from specialist settings

Pupils

- are encouraged to participate fully in the life of the school
- understand the success criteria to enable progress to take place
- are expected to behave in a responsible and respectful way within a learning context
- have a role to play in voicing their suggestions as to how the teachers can help them to learn better.
- comment on how they feel they are progressing when the IEP/Intervention Tracking Sheet is evaluated

Engagement with pupils will play a key role in promoting a culture of positive expectation. Pupils are involved in the learning process at all levels.

Through thorough marking, using feedback and response, they are aware of their targets and know what they have to do to improve. Support is tailored to their individual needs. Pupils are invited to comment regarding their provision and their IEPs.

Policies

The school SEN policy and Accessibility Policy were reviewed in May 2018. These documents can be viewed on the school website.

Number of pupils with SEN for the academic year 2017 – 2018.

At the end of the academic year 2018 there were 34 children on the SEN register, who had been identified at the different levels of provision. This is in comparison to 36 children at the end of 2016/2017. 2 of these students have an EHCP.

Staff, resources and training 2017-18

- All teaching staff have the responsibility of ensuring that children with SEN make similar or accelerated progress to that of their peers.
- For the academic year 2017-18 we employed 10 teaching assistants. Their role continues to be varied and within their role, they support our pupil with special educational needs in the classroom, working with small groups or on a one to one basis. Sometimes their role incorporates support at break and at lunchtimes.
- Training has been given to teachers and teaching assistants on Autistic Spectrum Disorder, Dyslexia, Dyscalculia, Phonics, working memory, Clicker 6, and delivering specific intervention programmes, administering an Epi-pen and asthma.
- A wide range of materials is provided by the school in order to assist in drawing up a programme for a child with learning difficulties. These resources are distributed around the school. We encourage their efficient and effective use by raising awareness of availability of materials and matching resource to need.

Budget allocation for 2017-18

Total allocated for SEN was £5000. The majority of this budget has been spent on buying in the Educational Psychologist. *Please note, this allocation does not include money spent on additional TA support for children with SEN (£30,200) and school staff deployed to support children with SEN.*

Disability Duty – Accessibility and Future Plans

Under the Disability Equality Duty schools are required to take proactive steps to ensure their disabled pupils, staff and governors, parents/carers and other people using the school are treated equally. Schools are required to establish a Disability Scheme to promote

equality of opportunity for disabled pupils, which sets out to improve access to facilities and the physical environment of the school, as well as the curriculum and information for pupils.

Disability Duty

The Single Equality Scheme, which includes Disability Duty, Disability Equality and Action Plan and accessibility plan are being reviewed and updated this year and will be agreed by staff and Governors following the review.

Numbers of children/young people with disabilities and medical needs within the school:

We currently have 2 children with an EHCP and 10 with a Medical Care Plan. 26 other children have asthma plans.

The medical needs across the school are varied. All staff receive training annually from the school nurse or a specialist nurse to deal with these needs and key staff who come into regular contact with the child are listed on the Care Plan.

All children with an EHCP are involved in their annual review by completing a form about their learning.

Inclusion for Disabled Pupils:

All pupils have access and opportunities to participate in school visits/clubs and school activities through reasonable adjustments.

We have a disabled toileting facilities and additional facilities in Early Years for children who require additional help with changing/toileting.

Parents and Carers involvement in the provision for pupils with special educational needs, and of those with disabilities and/or medical needs.

- Health Care Plans (HCPs) are generated by the Health Nurse and are written with the involvement of parent/carers and school staff (where appropriate).
- Parents/Carers are invited to attend and contribute to all review meetings.
- Information about the complaints procedure and how to access this procedure is available in the policy section and can be requested from the school office.
- The SEN policy is available to parents on the school website.

Complaints

We hope that complaints about SEND provision will be rare; however, if there should be a concern the process outlined in the school's Complaints policy should be followed.

Evaluation of Actions for 2017-2018

- Work carried out with parents to help them with parenting skills and equipping them with skills needed for some children with SEN.
- Strong Early Help team set up and effectively carrying out EHA's.
- One Page Profiles have been written and are used for all children with SEN.

- Intervention tracking system in place and monitored termly.
- Training has been given to staff as and when required and new staff received induction in SEND.
- INSETS have been used to share good practice in interventions and more time allocated to support staff to effectively track and carry out interventions. Some training has been given from external agencies such as fine motor, occupational therapy sensory diet training.

Actions for 2018/2019

- One Page Profiles to be developed and used for all children with SEN and used throughout school by all staff.
- Further improvements to be made with tracking and monitoring of interventions.
- To train all staff and ensure an outstanding induction in SEND for new staff
- To identify specific intervention training for all staff and continue to keep staff up to date with any SEND changes.
- Further monitoring of interventions to ensure high quality.
- Further staff training around social, emotional and mental health and how it impacts learning in school.