



## **SEN Information Report for St James' C of E Primary School** **2020- 2021**

### **Part of the St Helens Local Offer for Learners with SEN**

#### **Introduction**

Welcome to our SEN information report which is part of the St Helens Local Offer for learners with Special Educational Needs (SEN.) <https://www.sthelens.gov.uk/send>

All governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools have a legal duty to publish information on their website about the implementation of the governing body's or the proprietor's policy for pupils with SEN. The information published must be updated annually.

At St James' Cof E Primary School we believe that every pupil has individual and unique needs. Some pupils may have special educational needs, permanent or temporary disabilities at some time during their school life. Many of these pupils will require long or short term support to reach their potential, so in recognising this, we plan accordingly. Pupils with SEN are engaged as fully as is practical and compatible with their needs, in all activities within our school. Our aim is to provide a wide variety of strategies that will remove the barriers to learning and address pupil's needs, in a supportive and inclusive environment.

Name of SEN Governor – Mrs Gill Haydock

Name of SENCO – Mrs Andrea Conant

Name of Headteacher – Mrs Jan Holmes

If you have specific questions about the St Helens Local Offer please look at the St Helens Council Website. Alternatively, if you think your child may have SEN please speak to their Class Teacher or contact the SENCO Andrea Conant through the school office on 01744 678545

#### **What are Special Educational Needs and/or Disabilities (SEND)?**

SEND Code of Practice (2014) which states:

**“A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:**

- (a) have a significantly greater difficulty in learning than the majority of others of the same age: or**
- (b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.”**

Learners can fall behind in school for lots of reasons. They may have been absent from school, they may have attended lots of different schools and not had a consistent opportunity to learn. They may not speak English very well or at all, they may be worried about different things that distract them from learning. At St James' Primary School we are committed to ensuring that all learners have access to learning opportunities, and for those who are at risk of not making progress, we will intervene. This does not mean that all vulnerable learners have SEN. Only those with a learning difficulty that requires special educational provision will be identified as having SEN.

The code of practice identifies four broad areas of special educational need. These areas are to help the school identify and provide for needs rather than to label a child or put them in a particular category. The needs of the child will be identified with consideration of the 'whole child' not just their special educational needs and may well fall into more than one category.

#### 1. Communication and Interaction

This includes children with speech and language delay, impairments or disorders, and those who demonstrate features within the autistic spectrum.

#### 2. Cognition and Learning

This includes children who demonstrate features of moderate, severe or profound learning difficulties or specific learning difficulties or such as dyslexia, dyscalculia, dysgraphia or dyspraxia.

#### 3. Social, Mental and Emotional Health

This includes children who may be withdrawn or isolated, disruptive or disturbing, hyperactive or lack concentration.

#### 4. Sensory and/or Physical Needs

This includes children with sensory, multi-sensory and physical difficulties.

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

All schools have a duty to make reasonable adjustments in accordance with current Disability Legislation. Children with poor behaviour, looked after children, poor attendees or those with medical need, for example, will not necessarily be considered as having special educational needs. There may be a range of considerations that impact on progress and attainment but these, in isolation, are not SEN issues.

## **Our approach to teaching pupils with SEN**

'All teachers are teachers of children with Special Educational Needs and Disabilities (SEND). Teaching such children is a whole school responsibility'.

At St James' Primary School, we discharge this responsibility in the following ways:

- We believe that every pupil can learn and has a right to the opportunity to make progress whatever their difficulties.
- We believe that all pupils with needs are entitled to a broad and balanced curriculum, which is appropriately differentiated, carefully planned and sensitively implemented.
- We are committed to seeking practical and effective solutions to the difficulties pupils may experience.
- We will seek to identify any difficulties as early as possible and employ appropriate strategies to support teaching and learning.
- We understand the important role that parents play in supporting their child's education and welcome them into the school. Collaboration with parents is essential.
- We follow the stages of intervention, as set out in the new Code of Practice so that resources can be appropriately allocated and applied for. This will involve accurate observations, regular monitoring and review of progress.
- We value the importance of specialist advice and will ensure that the children have equal access to these services. Equally important is the training of all staff in Special Needs issues.
- We understand the importance of the pupils' views and we take this into account when planning to meet their needs.
- We are committed to ensuring all areas of the curriculum and the school's physical environment accessible to all pupils.

Our Accessibility Plan outlines how we do this. Our provision complies with the requirements of the 2002 Disability and Discrimination Act.

Our Admissions Policy is clearly signposted on our website.

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.

All pupils follow the National Curriculum except where disapplication is clearly indicated and this decision is fully supported by the LEA. All SEN pupils including those with EHCPs spend the majority of their time in mainstream classes following the same curriculum as their peers, differentiated where necessary. Pupils who need it, are withdrawn for short periods for individual programmes based on their IEPs and other recommendations such as speech and language therapy or physiotherapy. Care is taken not to disadvantage pupils by this withdrawal.

## **How we identify SEN - Identification Following a Graduated Response**

### **First Concerns**

If there is a concern in school about a child or parents raise worries with us, the class teacher will talk to parents. The class teacher will consider if any additional quality first teaching strategies may help the child and remove any identified barriers to learning. We aim to work in a partnership with parents offering support with ways to help the child at home. If concerns continue, they will be discussed with the SENCO, closer observation and monitoring of progress will be carried out, and a further plan for support aimed at helping the child to make better progress will be agreed. This plan will then be reviewed and a further plan implemented if needed.

### **SEN Support**

When a class teacher or the SENCO identifies a child with special educational needs, the class teacher will provide interventions that are additional to those provided as part of the school's usual quality first teaching. The triggers for intervention through SEN Support will be concern, underpinned by evidence, about a child who despite quality first learning:

- makes little or no progress even when teaching approaches are targeted particularly in a child's identified area of weakness
- shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas
- presents persistent emotional or behavioural difficulties which are not ameliorated by the behaviour management techniques usually employed in the school
- has sensory or physical problems and continues to make little or no progress despite the provision of specialist equipment
- has communication and/or interaction difficulties and continues to make little or no progress despite the provision of a differentiated curriculum.

The SENCO may support with further assessment of the child, assisting in planning future support for them in discussion with colleagues and monitoring the action taken. The child's class teacher will remain responsible for the child's learning on a daily basis and for planning. Parents will always be consulted and kept informed of the action taken to help the child, and of the outcome of this action.

In some cases, outside professionals from health or social services may already be involved with the child. Where these professionals have not already been working with the school staff, the SENCO may contact them if the parents agree. We have access to services universally provided by St Helens Council, which are described on the Local Offer website.

St James' Primary School has a working partnership with:

Educational Psychology

Learning Support Services

Speech and Language Therapy

Language, Autism Social Communication Service (LASCS)

Behaviour Improvement Team (BIT)

School Health

## **Further Support**

For some children with complex needs, even the wide range of services available in school is not enough to help them achieve their full potential and the school can make an application to the Local Authority for Enhanced Funding to provide the resources needed to support the child. If a child is not making progress, even with support in school, parents or the school can ask the local authority to carry out an Education Health and Care Plan needs assessment.

An EHC plan is a legal document which describes a child's needs. It sets out the education, health and care services needed to meet those needs and the type of educational place that would best suit the child. A child could have a plan from birth to 25 if he or she stays in education, and the plan will change and develop as the child gets older. The plan brings together in one place all the information needed to help support the child. There can be a lot of organisation needed and the plan is a single clear guide to providing services to meet the child's individual needs.

## **What we do to Support Learners with SEN at St James' Primary School to access the Curriculum.**

Every teacher is required to adapt the curriculum to ensure access to learning for all children in their class. The Teacher Standards 2012 detail the expectations on all teachers, and we at St James' Primary School are proud of our Teachers and their development.

Our Teachers will use various strategies to adapt access to the curriculum and remove barriers to learning, this might include using:

- Visual timetables, schedules and prompts
- Use of coloured paper or reading rulers
- Use of equipment such as writing slopes and pencil grips
- Use of equipment such as workstations, cushions, ear defenders to aid concentration
- I-pads, lap-tops or other alternative recording devices
- Peer buddy systems
- Positive behaviour rewards system

## **Nature of Intervention**

The SENCO and the child's class teacher will agree on the action needed to help the child to progress in the light of their earlier assessment. This may include:

- different learning materials or special equipment
- some group or individual support
- nurture groups, social skills groups
- staff development and training to introduce more effective strategies
- where appropriate, referral for further advice and support from outside agencies such as speech and language or occupational therapy may be discussed with parents

Following the graduated approach, where support as described above has not been successful, the SENCO, with agreement from the parents, will seek further multi-professional advice at the termly Planning and Consultation meeting. This may result in referral to services such as Educational Psychology, LASCS or Learning Support Services for further advice to support the child's needs or for additional specialist assessment.

### **Social, emotional and mental health and development of pupils with SEN**

At St James, we recognise that children may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging behaviour or showing signs of anxiousness.

We have clear processes to support children with social and emotional needs. This includes the effective management of behaviour (as in our behaviour policy).

Where appropriate, referrals can be made to CAMHS, Barnardo's or Philippi Trust for more specialist support.

### **Individual Support Plans (ISPs)**

ISPs may be used to record support which is additional to, or different from, the differentiated curriculum provided for all children and will focus upon up to three individual targets that match the child's needs.

It will include information about:

- the short term targets set for the child
- the teaching strategies to be used
- the provision to be put into place
- when the plan is to be reviewed
- outcomes (to be recorded when ISP is reviewed)
- Supplementary short-term targets will also be recorded on the plan if main target is met before who plan is reviewed

ISPs will be discussed with the child and parents at termly meetings with the class teacher. Advice and recommendations from outside agencies will be used to inform target setting and strategies used.

### **Consulting and involving pupils and parents**

At St James' Primary School we recognise that parents/carers have a vital role to play in supporting their children's education. We aim to involve parents in all aspects of a pupil's development and record any concerns they might have. We also recognise that pupils can also offer valuable insights into their needs and the support they need so views of the pupil are also sought and pupils are involved in review meetings wherever appropriate.

We aim to involve parents in every stage of our planning and provision. 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

Following the graduated response, we will consult with parents where it is considered necessary to involve outside support agencies for advice and specialist assessment.

We will formally notify parents when it is decided that a pupil will receive SEN support and parents, along with the child, will be invited to termly meetings to discuss plans for support. These are in addition to the termly parent teacher meetings which all parents are invited to attend to discuss their child's progress.

### **Assessing and reviewing pupils' progress towards outcomes**

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**. Progress for all pupils will be reviewed at pupil progress meetings with the Headteacher and for those pupils with SEN, further discussion with the SENCO may take place in order to identify where further support is required. In this case the class 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
- 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
- Further observations or assessment carried out by SENCO or other advice

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. Support staff working with children with ISPs should have copies of the plan to be kept as working documents to contribute to the review process.

### **Annual Review Process**

An annual review meeting takes place for pupils in receipt of Enhanced Funding. At St James' Primary School, we use this time to consider the progress the pupil has made over the previous twelve months and will sometimes invite other involved professionals. The pupil's view is taken into account prior to the meeting and where appropriate the pupil may attend part of the meeting. The annual review will focus on what the child has achieved as well as identifying targets which will form the basis of the new provision agreement.

Annual reviews for pupils with an EHC plan are carried out in accordance with the revised Code of Practice. This group will also consider whether any amendments need to be made to the description of the pupil's needs, or the provisions of the EHC plan. The pupil's view is taken into account prior to the meeting and where appropriate the pupil may attend part or all of the meeting. We will ensure that we make every effort to invite parents and all relevant professionals to this annual review. The annual review will focus on what the child has achieved as well as identifying any difficulties that need to be resolved.

A review meeting might recommend amendments to an EHC plan:

- Significant new evidence has emerged which is not recorded on the ECH plan.
- Significant needs recorded on the EHC plan are no longer present.
- The pupil's needs have changed/new targets need to be set.
- The pupil changes schools, either at the point of transfer between phases, or when a pupil's needs would be appropriately met in a different setting.

For pupils who are in Year 5, the annual review is used as a means of declaring the secondary phase provision required

### **Preparing for the next step**

At St James we are committed to working in partnership with children, families and other providers to ensure positive transitions occur. Planning for transition is a part of our provision for all learners with SEN.

The transition process between key stages is carried out in line with the new Code of Practice. Within school, the transitions that we manage are as follows:

- From Nursery to Foundation Stage
- Foundation Stage to Key Stage 1
- Key Stage 1 to Key Stage 2
- Key Stage 2 to Key Stage 3

We will use information provided by previous settings and parents to understand and plan for the needs of children transitioning to St James. Transition days are provided for all children entering foundation stage at St James but where a child needs additional/ different transition arrangements, the SENCO and/or School Pastoral Support Officer will liaise with parents, foundation stage staff and the headteacher to agree an appropriate plan.

When a child leaves St James we will share information with the school or other setting the pupil is moving to so that appropriate support can be arranged.

For children with Enhanced Funding or EHCP, the focus of the review in Year 5 will be to give clear recommendations as to the type of provision the child will require at the secondary school stage. It will then be possible for the parents to visit secondary schools and to consider appropriate options within the similar timescales as other parents.

In Year 6, the SENCO of the receiving school will be invited to attend any appropriate meeting to allow the receiving school to plan appropriate to start at the beginning of the new school year and enable the pupil and the parents to be reassured that an effective and supportive transfer will occur.

### **Staff Training**

Training needs for staff, both for individuals and as a whole staff, are regularly reviewed. Outside agencies working with the school offer support and advice for staff members working with individual pupils- for example demonstration of physiotherapy exercises or speech and language activities.

### **Funding for SEN**

St James Primary School receives funding directly to the school to help support the needs of learners with SEN.

The school can also apply for additional funding from the Local Authority which is distributed as 'top up' funding for learners who require support that exceeds that available to the school.

### **How do we Find Out if this Support is Effective?**

Monitoring progress is an integral part of teaching and leadership within St James.

All children's progress is assessed informally both by themselves and staff as part of everyday practice to inform next steps. As a school we also have half termly assessment weeks where more formal assessment takes place. Where a child is working significantly below their peers, there are alternative assessment tools which teachers can use to monitor progress. Where specific interventions are implemented a suitable assessment tool will be used before starting and at the end of the planned programme to monitor effectiveness and inform planning of future support. The SENCO collates the impact data of interventions, to ensure that being used interventions are effective.

Progress data of all learners is collated by the whole school and monitored by Teachers, Senior Leaders and Governors.

### **Other Opportunities for Learning**

All learners where possible have the same opportunity to access extra-curricular activities. At St James' Primary School we offer a range of additional clubs and activities. These can be found on St James University section of the website.

We are committed to making reasonable adjustments to ensure participation for all, so please contact our after-school co-ordinator to discuss specific requirements.

The Equality Act 2010 definition of disability is:

"A person has a disability for the purposes of this Act if (s)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."

Section 1(1) Disability Discrimination Act 1995

This definition of disability in the Equality Act includes children with long term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Children and young people may therefore be covered by both SEN and disability legislation.

### **Admission Arrangements**

St James' Church of England Primary School is part of the Liverpool Diocesan Schools Trust (LDST).

Admission arrangements are determined by the Local Governing Body of the school in consultation with the Diocesan Board of Education, the Local Authority and other admission authorities in the relevant area.

The Admission Number for reception year intake at St James' Church of England Primary School is 30.

### **Making an Application**

Applications for reception should be made on the applicant's home local authority common application form. Copies of St Helens Primary Education Information for Parents Booklet and application forms will be available at all St Helens primary schools and the Admissions Section of the Local Authority.

St Helens residents may also apply online via <http://admissions.sthelens.gov.uk/>

Applications must be submitted by January 2021.

All applications will be considered at the same time and after the closing date.

Decision letters/emails will be sent to parents on April 2021

### **Late Applications**

Applications submitted after the closing date will only be considered alongside those who applied on time when they are received before the allocation procedures begin. However, as this date cannot be predicted, parents have no guarantee that any application received after the closing date will be included.

The admission arrangements for St James' Primary School are in accordance with the School Admissions Code, the School Appeals Code, other laws relating to admissions, and relevant human rights and equalities legislation. It follows, therefore, that they do not discriminate against or disadvantage disabled children or those with special educational needs.

### **Complaints Procedure**

Young people have a right to be treated with dignity and respect, and to be valued for who they are and what they bring to our school. In line with the new Code of Practice, parents have a right to complain if they are not happy about the service that their children receive from the LA and its schools. Through the complaints process we will:

- Investigate the complaint carefully
- Recognise when a mistake has been made
- Take action to prevent the problem happening again
- Review and explain what has gone wrong

At St James' Primary School, we ask parents to follow the procedure. A summary of the procedure is as follows:

- Step 1: Talk to the class teacher and SENCO (appointments might be necessary)
- Step 2: Meet the Head teacher (sometimes complaints might go straight to the Head Teacher)

- Step 3: Go to the Governors (meetings are arranged by the School Office)  
Further appeal can be made to the LDST Operations Team

If a complaint is made regarding SEN statutory assessments we encourage parents to meet with the SENCO and then put their complaint in writing to St Helens Education Department.

**Useful links**

[www.sthelens.gov.uk/SEN](http://www.sthelens.gov.uk/SEN)

[www.dfe.gov.uk](http://www.dfe.gov.uk)