



## School Special Educational Needs (SEN) Report

By September 2014, the Children and Families Bill required each Education Authority to publish and keep under review information about services they expect to be available for children and young people with special educational needs. This is referred to as the Local Offer.

Our Local Offer at St Richard's provides information for parents/carers of children who have Special Educational Needs (SEN) or a disability and all of those who support children with additional needs.

The new Code of Practice sets out an individualised and better graduated response to support children with Special Educational needs and disabilities.

### The areas of SEN are:

- Communication and interaction.
- Cognition and Learning.
- Emotional, Social and Behavioural development including mental health.
- Sensory and / or physical

### How accessible is the school?

- The School recognises the importance of the accessibility in regard to the environment and provision for all pupils, staff and visitors to the school.
- We have an Accessibility Plan.
- All doors and exits comply with the correct dimensions.
- St Richard's is committed to improving access to the curriculum for pupils with a disability. This involves expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as are the able-bodied pupils. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.

### How is the graduated Special Needs system structured and how does this help my child ?

The Code sets out a graduated response. The categories School Action and School Action Plus are now known as Special Educational Needs (SEN) Support.

The aim is for support to be focused on individual needs and personal outcomes. School will work closely with parents in order for the child to reach his/ her potential. We want your child to be happy, fulfilled and independent.

Earlier identification of special needs is a priority for us.

An Individual Education Plan is set. This includes specific, measurable, attainable and realistic targets which are set within a timeframe.

Some children have a number of barriers to learning. They benefit from the involvement of outside agencies. Their needs, next steps and progress are discussed at the Local Authority Termly Additional Needs meetings. (Targeted Educational Support Service)

A child who is recognised as having more complex needs may need to access funding which is in addition to that which school already provides. Where this is approved by the Local Authority a Provision Agreement sets out the provision and objectives for the individual child. This is reviewed annually.

Under the new bill there will be an education, health and care (EHC) plan for children with complex needs. This will replace the previous Statement level.

This plan will place emphasis on personal goals and will describe the support your child will receive. Where a child already has a Statement they will move over to the new system they will move over to the new system within the next 2½ years. This will coincide with a transition point e.g. when they move to Secondary.

The Local Authority local offer which lists the services and support that you and your child can access is available at [www.wigan.gov.uk/sendlocaloffer](http://www.wigan.gov.uk/sendlocaloffer).

This will be available on the LA website. Our link teacher is Mrs Jo Gibbs. She is based at The Cavendish Centre in Leigh.

### **How will the school support my child in joining the school?**

- We will contact any early years settings, or other schools your child has attended to gather information about their needs.
- We will liaise with any involved outside agencies.
- Where necessary we may develop a transition plan in partnership with you, your child, the new setting and specialist staff supporting your child to ensure that they enjoy a smooth transition.
- Before your child starts school in Reception we hold a series of sessions where parents and children will have the opportunity to take part in a number of activities.
- We also carry out a home visit which gives you the opportunity to discuss your child with his/her class teacher and the head teacher.

### **How does the school know if children / young people need extra help?**

- Information and guidance may be provided from outside agencies e.g. Health, Speech and Language, Health Visitor or for those older the School Nurse.
- School will identify the child's rate of progress or begin to identify barriers to learning and development.
- Parents are encouraged to make an appointment with their child's class teacher and or the Inclusion Manager to discuss any concerns they have about their child's learning or anything that might be having a negative impact on (e.g. parent separations)
- Where there is a special needs concern school carries out additional observations and assessments. The class teacher or Special Educational Needs Co-ordinator (SENCO), who is known in our school as the Inclusion Manager shares this information with parents /guardians. A decision will be made as to the best action to take. This may involve being placed on the Additional Needs register with an IEP, which sets out targets, stages the support and provision best suited to the needs of the individual child.

### **How we measure the progress of your child in school?**

- Progress of the early years child is carried out through an assessment programme called Development Matters. It's banded into different age bands. At the end of Reception Year a profile is completed for each child. For children in Nursery and Reception the assessments which take place indicate how your child is progressing in relation to age related expectations.
- At Key Stage 1 and 2 his/her progress is reviewed every half term in reading, writing and maths. Progress will be measured against the year group expectations (stages). Progress will be reported to show whether they are emerging, emerging plus, developing, secure or secure plus (mastery level) within their year group stage. SEN children who are working towards securing skills in year groups below their peers will have their progress reviewed half termly in the same way.
- If your child is in Year 1 and above, but is not yet at National Curriculum levels, a more sensitive assessment tool is used which shows their level in more detail and will also show smaller but significant steps of progress. The levels are called 'P levels'.
- At the end of each key stage (i.e. at the end of year 2 and year 6) all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do and are the results that are published nationally.
- At the end of Year 1 a Phonic Screening takes place.
- Children on the Code will have an IEP which will be reviewed with your involvement during parents evening. Class teachers may invite parents into school at other times in the year to discuss targets within your child's IEP as and when required.
- The SENCO will also check that your child is making good progress by looking at their books and evaluating their assessments. The Headteacher also monitors progress.
- Assessments for those who have more complex needs are evaluated at the Termly Additional Needs meeting with the Local Authority TESS Team.

### **What should I do if I think my child may have special educational needs?**

- If you think your child has special needs and this has not already been identified by the school, then an appointment can be made to see the class teacher, SENCO or Head teacher and your child's needs can then be discussed.
- School will discuss the needs of your child in a private and confidential manner.

### **How is extra support allocated to children?**

- The school budget, received from Wigan LA, includes money for supporting children with SEN. Additional individual monetary support will be placed in the SEN budget where the child's needs have been recognised by the LEA. The Head Teacher decides on the budget for Special Educational Needs in consultation with the school governors
- The SEN budget is used to ensure that sufficient numbers of school staff are employed, qualified and trained to support your child and to purchase specialist help if needed. We also use the budget to ensure that children's individual needs are met from specific interventions and programmes, where appropriate.
- There are some individual children who will require specialist help in order for them to achieve their potential e.g. with a Play Therapist. This support can be bought in.
- There are some children with Special Needs who will benefit from our Social and Emotional Needs provision. This is organised through our Nurture staff using Boxall profiles (see glossary of terms) as a means of both baseline and ongoing assessment.

- Some children will benefit from accessing intervention groups such as phonics catch up groups.
- Some children will need 1 to 1 support.

Social and emotional needs	Cognition and learning	Speech and language	Sensory/ and or physical
Nurture sessions	Maths recovery	1:1 TA sessions following SALT recommendations	Letter/number formation group
	Overlearning maths concepts		Motor skills boosters
	Additional phonics sessions		
	Narrative therapy		
	Spelling strategies		

#### **How will the curriculum be matched to my child's needs?**

- Class Teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that learning tasks are adjusted in order to enable your child to access their learning as independently as possible.
- To support all children the school delivers the curriculum in different ways. This may mean small group intervention or individual support.
- These interventions may be daily or two or three times a week and will vary from ten minutes to approximately forty minutes, depending on the intervention. Teachers monitor the success of these interventions, judging their effectiveness by the impact on pupil's progress. We run interventions before school, at lunchtimes and in the afternoon curriculum sessions.
- We understand that children learn at their own pace so we closely monitor progress using Individual Education Plans. We will keep you informed of any progress that is made in meeting the targets in the plan at parents evening or additional meetings organised by the class teacher.
- Specially trained support staff can implement the teachers modified/adapted planning to support the needs of your child where necessary

#### **The young person**

The new act prioritises the views and involvement of the child. This includes IEP targets, evaluations and next steps. We have child friendly IEP's and IBP's. Class teachers promote self-evaluation within their daily teaching. At Annual Reviews (for children with an EHC) the child completes a self-evaluation booklet and this is shared in a positive way. We want to celebrate progress and at the same time understand how we can go forward.

## **Referrals**

- Before referrals are made you will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward.
- If it is agreed that the support of an outside agency is a way forward, you will be asked to give your permission for the school to refer your child to a specialist professional.
- Referrals we make include;

TESS Team

Occupational Health,

Educational Psychology

Speech and Language (Health Service)

Occupational Therapy,

The Children and Disabilities Service including Hearing Impaired,

Language, Visually Impaired.

Behaviour Service,

Traveller Service,

English as an Additional Language Service,

Child and Adolescent Mental Health,

School Nurse, Community Paediatrician.

Other voluntary / charitable services also are available e.g. bereavement.

As part of the referral the agencies value parents and child's views.

## **Who are the best people to talk to in this school about my child's special educational needs ?**

**Mrs Nulty – Head Teacher**

### **She is responsible for:**

- The day to day management of all aspects of the school, this includes the support for children with SEN.
- Liaising with the Inclusion Manager.
- Monitoring the progress of those with Special Educational Needs through the school's tracking procedures.
- She must make sure that the Governing Body is kept up to date about any issues in the school relating to SEN.
- Ensuring that school is inclusive and accessible.
- Alongside the Governors ensuring the admissions to the school are carried out in line with LA policy.

**Mrs Campbell – Inclusion Manager**

**She has completed a post graduate qualification in special educational needs.**

### **She is responsible for:**

- Coordinating special educational needs (SEN) and developing the school's SEN Policy to make sure all children get a high quality education.
- Liaising with other people who may be coming into school to help support your child's learning.

- Monitoring the progress of those with Special Educational Needs through the school's tracking procedures. Updating the school's SEN records.
- Helping to plan next steps for your child alongside the class teacher. This will then be recorded within an Individual Education Plan or an Individual Behaviour Plan.
- Assisting with Reviews for your child. These establish the progress made by the child, their assessment levels and their next steps.
- Ensuring that all members of staff working with your child in school are aware of your child's individual needs and /or conditions and what specific adjustments need to be made to enable them to be included and make progress.
- Organising training in order to enhance the skills and knowledge of the school staff.

### **Class Teacher**

#### **He/she is responsible for:**

- Ensuring that all children have access to good/outstanding teaching and that the curriculum is adapted to meet your child's individual needs (also known as differentiation)
- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need. This could be things like targeted work, additional support or adapting resources.
- Writing and sharing Individual Education Plans / Individual Behaviour Plans.
- Carrying out a review of these with parents at least once each term.
- Ascertaining the child's own views on how well he/she is progressing.
- Ensuring that all members of staff working with your child in school are aware of your child's individual needs and/or conditions and what specific adjustments need to be made to enable them to be included and make progress.

### **Miss Nolan – SEN Governor**

#### **Alongside the other Governors she is responsible for:**

- Making sure that the school has an up to date SEND policy
- Making sure that the school has appropriate provision.
- Making sure that the necessary support is made for any child who attends the school who has SEN and/or disabilities.
- Monitoring the support given to children with SEND in the school and being part of the process to ensure your child achieves his/her potential in school. All of our Governors are committed to helping your child reach their potential.

### **Miss Keenan - Nurture Trained Staff**

She can support your child with their emotional, social and behavioural needs. She is committed to overcoming barriers to learning. She assists in the organisation of Transition programmes when the children move to new classes or schools. She liaises with outside agencies.

## **Teaching Assistants**

We employ a large number of highly skilled and committed Teaching Assistants. A Teaching Assistant may be allocated to a pupil or group of pupils with special educational needs and /or disabilities. They provide in class support under the direction of the class teacher. They also deliver intervention programmes such as the Nurture group.

## **Who else can provide help and expertise?**

### **Behaviour Service**

A range of support is available from the Behaviour Service (Access and Inclusion). All staff members are trained by this service. As a school we are committed to overcoming any barriers which affect the child's development.

Our school philosophy reflects gospel values. The Inclusion Manager, Class teachers and Teaching Assistants are involved in establishing strategies which will help to promote good behaviour and emotional health and wellbeing.

This process may involve a referral being made and a Behavioural IEP. Sometimes a more specific Behaviour Management plan is needed.

## **What support will there be for my child's overall well-being?**

- The named Safeguarding officer is Mrs Nulty. All staff are trained in child protection and are responsible for ensuring your child's safety.
- We use Circle Time to ensure that all children are listened to and follow the SEAL programme to promote positive attitudes.
- We have a School Council for children to share their views and ideas.
- If deemed necessary, and in consultation with parents, children can be referred for counselling or support for their mental wellbeing via CAHMS or through our bought in counselling service.
- The schools staff are all trained first aiders.

## **What training do the staff supporting children and young people with SEND receive?**

- The SENCO/Inclusion Manager attends Local Authority Briefings to keep up to date with any legislative changes in SEN and the most up to date practice and provision. This is then shared with all school staff through staff meeting and training.
- The school has a school development plan which includes identified training needs.

## **How will my child be included in activities outside the classroom including school trips?**

- The school acknowledges that all pupils are fully included within school life.
- Provision will be made for all pupils to access all areas of the curriculum including extra-curricular activities.
- We will always contact you before a planned activity if we think your child may require additional support, to meet required health and safety standards. This may involve a specific risk assessment to identify any additional support needs your child may have to ensure full participation.

## **How will the school support my child in transferring to the next stage of education?**

- Where necessary we may develop a transition plan in partnership with you to ensure that they enjoy a smooth transition.

- If your child is moving to another school we will contact the new school's SENCO and ensure he/she knows about any special arrangements or support that need to be made for your child
- We will make sure that all records about your child are passed on as soon as possible. IEP 's and Reviews will be shared with the new teacher.
- A Yr6/7 Transition programme is run in the Summer term. This involves fact finding visits, transport arrangements and dinner time organisation. A Pen picture will be prepared for those whose needs are complex.
- We take steps to ensure that transition between classes is as smooth as possible. Teachers make Transition booklets with text and photos which can be read and shared by the child in readiness for the move. The child is supported emotionally during the early days / weeks in their new class. There will be liaison with families about any barriers to settling in. .
- Care plans, Risk Assessments and medical information are also shared. Parents are involved with this process.
- For those who receive LA funding a Transition Review will take place in Year 5 or early in Year 6.

### **How are parents involved in the school? How can I be involved?**

- We hold parent workshops.
- We hold twice yearly parents evenings for you to talk to your child's teachers about their progress.
- We are happy to offer individual appointments to discuss specific issues with you about your child's progress.
- Additional Needs Reviews are held each term. The child's progress is evaluated. Needs are discussed and new targets are discussed.
- We send standards reports twice a year and an annual report.
- The Class Teacher, Inclusion Manager (or Head teacher) is available to meet with you to discuss your child's progress or any concerns/worries you may have.
- We invite specialist agencies into school to talk to you about how they can support you and your child.
- Information from outside professionals will be discussed with you.
- A home/school contact book may be used to support communication.

### **Who can I contact for further information?**

If you require more information about our school and this Local offer please go to our school website: [www.saintrichards@wigan.sch.uk](mailto:www.saintrichards@wigan.sch.uk)

If you would like to talk to a member of staff please contact your child's teacher, the Inclusion Manager or the Head Teacher on 01942 882980.

The Local Offer for Wigan is available on the Wigan Council website and includes the SEN complaints procedure. [www.wigan.gov.uk/sendlocaloffer](http://www.wigan.gov.uk/sendlocaloffer).

Consultation with parents (March 2016)

## GLOSSARY OF TERMS

IEP	Individual Education Plan
IBP	Individual Behaviour Plan
S	Statement stage of the SEN Code of Practice
SA	School Action stage of the SEN Code of Practice ( previous CODE )
SA+	School Action Plus stage of the SEN Code of Practice (previous Code )
SEN	Special Educational Needs
SEN Code of Practice	The legal document that sets out the requirements for SEN EHC Plan Education, Health, Care Plan
SEND	Special Educational Needs and or disabilities
SALT	Speech and Language Therapist
CAMHS	Child & Adolescent Mental Health Service
EP	EP
SENCO	Special Educational Needs Coordinator
ASD	Autistic Spectrum Disorder
ADHD	Attention, Deficit, Hyperactivity Disorder
Boxall profile	This is a diagnostic tool used to identify children's strengths and areas for social and emotional development.