



## SEN INFORMATION REPORT – January 2019

The governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools **must** publish information on their websites about the **implementation of the governing body's or the proprietor's policy for pupils with SEN.** The information published **must** be updated annually and any changes to the information occurring during the year must be updated as soon as possible. The information required is set out in the Special Educational Needs and Disability Regulations 2014.

The SEN Information Report must include the following information and be cross referenced to the School's SEN Policy, Accessibility Plan and how the school meets its duties under the Equality Act 2010 (and updates issued in 2012).

The kinds of special educational needs that are provided for in school
<p>At St. Alban's we are currently able to provide support for children with:</p> <ul style="list-style-type: none"> <li>• <b>Communication and Interaction difficulties.</b></li> <li>• <b>Cognitive and Learning difficulties.</b></li> <li>• <b>Behaviour, Emotional and Social difficulties.</b></li> <li>• <b>Sensory and/or Physical difficulties.</b></li> </ul> <p>Whilst we strive to create the best learning experiences possible for all our children we acknowledge that on occasions where these difficulties are severe and profound a more specialised provision may be more appropriate.</p>
<p>The name and contact details of the SENDCO and further contacts where parents/ carers may have concerns</p> <p><b>Miss Charlotte Wilson (SENDCO) Tel: 01709 862298</b>  <b>Charlotte.Wilson@st-albans.doncaster.sch.uk</b></p>
<p><b>Your child's class teacher</b> is responsible for:</p> <ul style="list-style-type: none"> <li>• Assessing your child's progress, identifying strengths and weaknesses including any gaps in learning and/or misconceptions. This analysis will inform next teaching steps and any additional support or intervention strategies that can be used to improve learning outcomes.</li> <li>• Ensuring that all staff working with your child in school are able to deliver the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specifically planned work and resources.</li> </ul>

- Writing a personalised SEN Support Plan and reviewing it with parents each term.
- Ensuring that the school's SEND Policy is followed in their classrooms and for all pupils they teach with SEND.

**The SEN & Inclusion Manager** (Miss Charlotte Wilson) is responsible for:

- Coordinating all the support for children with Special Educational Needs and/or Disabilities (SEND) and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school.
- Updating the school's SEND register (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are excellent records of your child's progress and needs.
- Providing specialist support for teachers and support staff in the school so they can help children with SEN in the school achieve the best progress possible.

Ensuring that you are:

- Involved in supporting your child's learning.
- Kept informed about the support your child is getting.
- Involved in reviewing how well your child is doing.

The **Head teacher** (Mrs Jo Ayres) is responsible for:

- The day to day management of all aspects of the school, this includes the support for children with SEND.
- The Head Teacher will delegate responsibility to the SEN & Inclusion Manager and the class teachers but is still responsible for ensuring that your child's needs are met.
- The Head Teacher must make sure that the Governing Body is kept up to date about any issues in school relating to SEND.

Policies for identifying children and young people with SEN and assessing their needs

Teaching & Learning Policy

Safeguarding Policy

SEND Policy

Health & Safety Policy

Managing Medicines Policy

Accessibility Plan

Arrangements for consulting parents of children with SEN and involving them in their child's education

- Parents are invited into school at least three times per year (termly) to meet with class teachers to discuss progress and next steps in learning.
- Transition meetings at the end of the summer term to ensure effective transition into a new Key Stage or year group.
- Annual review meetings for children with Education Health Care Plans (EHC Plan).
- Regular professional meetings where appropriate.

Arrangements for consulting young people with SEN and involving them in their education

- Regular pupil discussions.
- Input into SEN Support Plan targets.
- Involvement in annual reviews / EHC Plans.

Arrangements for assessing and reviewing children and young people's progress towards outcomes, including the opportunities available to work with parents and young people as part of this assessment and review

- Targets will be discussed with parents at the termly SEN Support Plan meeting.
- When a child's targets are reviewed, comments are made against each target to show what progress has been made. If the child has not met the target, the reasons for this will be discussed, then the target may be adapted into smaller steps or a different approach may be tried to ensure the child does make progress.
- Class teacher continually assesses each child and notes areas where they are improving and where further support is needed. We track children's progress from their admission through to Year 6, using a variety of different methods,

including National Curriculum levels and some standardised tests, as appropriate.

- Children who are not making expected progress are identified through the half termly Pupil Progress Meetings. In this meeting a discussion takes place about those pupils experiencing difficulties and what further support can be given to aid their progress.

Arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood. As young people prepare for adulthood outcomes should reflect their ambitions, which could include higher education, employment, independent living and participation in society

- We encourage all new children to visit the school prior to starting with us.
- For children with special educational needs or a disability we may facilitate a phased transition to help your child to acclimatise to their new surroundings. We would also visit them in their current setting if appropriate.
- When children are preparing to leave us for secondary school, we arrange visits for them to their receiving school and secondary staff always try to visit children in their current setting.
- We liaise closely with staff when receiving and transferring children to different schools, ensuring all relevant paperwork is passed on and all needs are discussed and understood.
- If your child has a Statement or an Education, Health Care Plan and is changing to a new school we will, whenever possible, arrange a review meeting with relevant staff from the receiving school.

#### Approach to teaching children and young people with SEN

- St. Alban's Catholic Primary School is an inclusive school and we all work together to help EVERY child achieve their full potential.
- All Doncaster maintained and voluntary aided schools have a similar approach to meeting the needs of pupils with Special Educational Needs and/or Disabilities and are supported by the Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. All schools are supported to be as inclusive as possible, with the needs of pupils with Special Educational Needs and/or Disabilities being met in a mainstream setting wherever possible, where families want this to happen.

How adaptations are made to the curriculum and the learning environment of children and young people with SEN; schools should include details of how the broad and balanced curriculum is adapted or made accessible for pupils with SEN

- We aim to support children's learning in and out of the class, through the use of Teachers/Teaching Assistants, who work with children 1 to 1 and in small groups. This means they have been identified by the class teacher as needing some extra support in school. Every half term, the impact of this support is analysed through data dashboards and then adjusted according to need.

For your child this would mean:

- Reasonable adjustments are made to ensure aids eg. Hearing aids and receivers, visual aids and support, specialist chairs and physical support are provided on an individualised basis to ensure that any disadvantage is substantially reduced so that every child with a special educational need or disability is able to access the provision at St Alban's.
- He/she will engage in group sessions with specific targets to help him/her to make progress.
- A Teaching Assistant /Teacher or outside professional (like a Speech and Language Therapist) will run small group sessions.
- This type of support is available for any child who has specific gaps in their understanding of a subject/area of learning or who needs additional nurture support.

Specialist groups run by outside agencies include e.g. Speech and Language therapy or Occupational therapy groups

The expertise and training of staff to support children and young people with SEN, including how specialist expertise will be secured

- SEN & Inclusion Manager (Miss Charlotte Wilson) attends regular training to ensure she is informed about local and national developments.
- School support staff are offered regular CPD opportunities.
- All staff are offered training related to their current skills and needs this may involve specialists delivering training, visits to other schools or training courses delivered externally.

<ul style="list-style-type: none"> <li>• School also seeks advice where needed from specialist agencies such as Educational Psychologists, Speech and Language, Occupational therapists, School Nurses etc.</li> </ul>
Evaluating the effectiveness of the provision made for children and young people with SEN
<ul style="list-style-type: none"> <li>• Provision for SEN children is evaluated half termly through pupil progress meetings and discussions with both staff and parents.</li> </ul>
How children and young people with SEN are enabled to engage in activities available with children and young people in the school who do not have SEN
<ul style="list-style-type: none"> <li>• As an inclusive school we offer support for all children, ensuring they have full access to the broad and balanced curriculum. SEN children may have additional supports to access 6-part Mastery lessons or may have differentiated work and targeted support from experienced adults in school.</li> </ul>
Support for improving emotional and social development. This should include extra pastoral support arrangements for listening to the views of children and young people with SEN and measures to prevent bullying
Nurture Support Worker – Mrs. Tracey Noonan
<ul style="list-style-type: none"> <li>• Our nurture support is offered to pupils and their families in a variety of ways, including; break-time and lunchtime support, daily/weekly nurture slots dependent upon need, informal monitoring, group and individual work. Partnerships between school and parents /carers is central to our nurture support with regular and appropriate communication, including meetings and telephone contact.</li> <li>• Pastoral support can be accessed from Hallam Caring Services.</li> <li>• Programmes including Rainbows and Circle of Friends run alongside Nurture, offering enhanced and specific support. Lego therapy is also offered to aid social and communication skills.</li> <li>• All children take part in lessons and collective worship that teach about equality and empathy both from a Christian perspective and with a social, moral and cultural expectation in line with the Equality Act 2010.</li> </ul>

<ul style="list-style-type: none"> <li>• Children’s roles and responsibilities within school are offered to all children providing the roles are appropriate and suitable in order for each child to be successful.</li> <li>• Any bullying, harassment or victimisation is logged, investigated, parental involvement is sought. The process for children with SEND follow the same policy and protocol. Once investigated, the consequences for such behaviour follow the School’s Anti-Bullying Policy and appropriate support is offered to the victim as a priority.</li> </ul>
<p>How the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people’s SEN and supporting their families.</p>
<ul style="list-style-type: none"> <li>• Parents are signposted to other support services such as Parent Partnership, Integrated Family Support (IFSS), Children’s Centre and voluntary organisations such as Little Rainbows, and are supported in accessing these services where there is a need.</li> </ul>
<p>Arrangements for handling complaints from parents of children with SEN about the provision made at the school</p>
<ul style="list-style-type: none"> <li>• Initial complaint to go to school office and will be dealt with by the SEN &amp; Inclusion Manager and the SLT.</li> </ul>
<p>Details of the school’s contribution to the Local Offer, including information on where the Local Authority’s Local Offer is published</p>
<p>Doncaster’s Local Authority’s SEND offer can be found at:</p> <p><a href="http://www.doncaster.gov.uk/services/schools/local-offer-send">http://www.doncaster.gov.uk/services/schools/local-offer-send</a></p>