Rainhill St Anns C of E Primary School

SEN Information Report

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We are a rights respecting school. All our policies and procedures are written and reviewed to ensure that children's rights, as detailed in the United Nations Convention on the Rights of the Child, are respected and promoted. This policy ensures:

Article 23: All children with a disability have the right to live a full and decent life with dignity and as far as possible, independence.

Article 28: All children have the right to an education and use and develop their talent and abilities.

Article 3: All decisions and actions made have the child's best interests as a top priority.

For more information on the convention and the rights of the child visit: http://www.unicef.org.uk

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Introduction

This document is intended to provide information regarding the ways we ensure we support all of our pupils, including those with SEND, in order that they realise their full potential.

Rainhill St Ann's is supported by the Local Authority and other external agencies 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 a Special Educational Need/s being met in a mainstream setting wherever possible, where families want this to happen.

What is the LA local offer?

The Children and Families Act 2014 requires all schools to publish and keep under review information about services they expect to be available for the children and young people with Special Educational Needs (SEN) aged 0-25. This is the 'SEN Information report' and will be available on the school website.

The Local Offer

The intention of the local offer is to improve choice and transparency for families within every Local Authority (LA). It will be an important resource for parents in understanding the range of services and provision in the local area. Further information about St Helen's local Offer can be found at https://www.sthelens.gov.uk/send/

What is the school SEN information report?

This utilises the LA local offer to meet the needs of SEN pupils as determined by school policy and details the provision that the school is able to provide.

What do we do at Rainhill St Ann's to make sure that all children feel welcome, feel included and achieve their potential?

We take steps to ensure SEND pupils are not treated less favourably than other pupils. Please find further information within the SEN Policy.

The Head Teacher and the SENCO have overall responsibility for SEND and Inclusion.

Inclusion issues are regularly discussed at Senior Leadership meetings. Provision for children with SEND is constantly under review and amended where and when necessary.

We monitor the quality of our provision, together with the progress and well-being of children with SEND. This includes teaching as well as support through our rigorous monitoring cycle and consists of teaching observations, planning and book looks, pupil interviews and discussions with teachers and support staff.

The progress of children with SEND is carefully monitored through termly pupil progress meetings and half-termly reviews as well as observations by leaders to support staff. The SENCO holds provision meetings, with all who work with the children, to review and set new individual targets for all pupils with SEN.

We fully involve our School Committee when the SEND policy is reviewed and revised.

What kinds of SEN do we provide for?

At Rainhill St Ann's, we embrace the fact that every child is different, and, therefore, the educational needs of every child is different; this is certainly the case for children with Special Educational Needs.

At different times in their school life, a child or young person may have a special educational need. The Code of Practice 2014 defines SEN as follows:

"A child or young person has SEN if they have a learning difficulty or a disability which calls for special education provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty if he or she:

a) *has a significantly greater difficulty in learning than the majority of others the same age, or*
b) *has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16s institutions."*

Where pupils' progress is significantly below age related expectations, despite high quality teaching targeted at specific areas of difficulty, provision of SEN Support may need to be made.

Children and young people's SEN are generally thought of in the following four broad areas of need and support:

- **Communication and Interaction:**

We utilise a total communication environment – visual timetables, now and next boards, Structured Teaching programme etc. Many of our staff are trained in the use of Communication Tools. In addition, one staff member is an ASD Champion and disseminates training on this to staff members. We offer a range of communication interventions e.g. Talk Boost, Social Skills and work closely with Speech and Language Therapy service to deliver individual programmes.

- **Cognition and Learning:**

We are able to offer a range of intervention work designed to help children achieve their maximum potential e.g. SAFMED, Write Away Together, Maths Mastery Closing the Gap, IDL.

- **Social, Emotional and Mental Health:**

We have a full time Family Support Worker who is supported by teaching assistants to deliver interventions. We offer a range of healthy minds interventions, such as Lego therapy and well-being groups.

- **Sensory and/or Physical Needs:**

We have our own Sensory room on site. We work alongside Occupational Therapy to deliver individual programmes for children. The Sensory room is used on a timetable basis to support children who require access to this space.

If you have any concerns regarding your child's progress or well-being, then please speak to either your child's class teacher or Miss Buckley (SENCO) to discuss your child further.

Who are the best people to talk to in school about a child's difficulties with learning/ Special Educational Needs or disability (SEND)?

Class Teacher

All of our staff are experienced, reflective practitioners who are open to advice and are keen to develop their practice in order to ensure the best possible provision for all of our children including those with SEND.

Responsible for:

- The progress of children with SEND and identifying, planning and delivering any additional help a child may need (this could be targeted work, additional support) and letting the SENCO know as necessary.
- Ensuring that all staff working with a SEND child in school are helped to deliver the planned work/programme so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.
- Making sure that the necessary support is made for any child who attends the school who has SEND.

The Special Educational Needs Coordinator – SENCO

The SENCO manages the day to day provision for our children with SEND. Responsible for:

- Coordinating all the support for children with special educational needs 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.
- Ensuring that parents and carers are:
    - involved in supporting a child's learning
    - kept informed about the support a child is getting
    - involved in reviewing how they are doing
- Liaising with all the other people who may come into school to help support a child's learning e.g. Speech and Language Therapy, Educational Psychology etc.
- 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 a child's progress and needs.
- Providing professional guidance to teachers and support staff in the school so they can help children with SEND in the school achieve the best progress possible.
- Ensuring adequate records are kept detailing the support that each child is receiving.
- Writing Individual Support Plans and Behaviour Support Plans in order for class teachers to share and review these with parents at least once each term and planning for the next term.
- Attending Local Authority SENCO Meetings to keep up to date with any changes in SEN Making sure that the necessary support is made for any child who attends the school who has SEND
- Hold annual reviews for children with an EHCP or additional funding in place.
- Write SEN Information Report which MUST be published on the setting website and updated annually
- Advising on the deployment of the school's delegated budget and other resources to meet pupils needs effectively
- Liaising with parents of pupils with SEN
- Manage the transition process
- Work with head teachers and School Committee with regards to reasonable adjustments and access arrangements
- Organising staff training and CPD

Head teacher – Mrs Rynn

Responsible for:

- The day to day management of all aspects of the school, this includes the support for children with SEND.
- They will give responsibility to the SENCO and class teachers but are still responsible for ensuring that your child's needs are met.
- They must make sure that the School Committee is kept up to date about any issues in the school relating to SEND

- Regularly review staffing structure, ensuring that appropriate provision and adult support is in place

SEN Committee Member – Mrs Ella Rose

The School Committee meet regularly and challenge staff to ensure that the quality of the provision is constantly being improved. The SENCO reports to the School Committee on the progress of pupils with SEND.

Responsible for:

- Monitoring the effectiveness of the provision in place for pupils identified with SEND

How does the school identify children with Special Educational Needs and Disabilities?

- On starting school, we will talk with parents and carers about their children in order to plan effectively to meet their needs. As parents are the first educators of their child their knowledge is essential. During initial meetings we discuss any concerns parents/carers may have about their child – for example, if they have a disability, special need or medical need. This helps us to plan how we will support their child once they start school.
- Where a child has attended a previous setting, we use information from that setting to plan the best programme of support to develop a Transition Plan. We will also contact any specialist services that support a child.
- The progress of all pupils is assessed and monitored regularly so that when a pupil is not making expected progress, the need for additional support can quickly be identified. School will monitor the progress of all children receiving additional support to ensure that the provision we have put in place is having impact. This means that we can support any Special Educational Needs arising.
- Any child identified as having a special educational need and/or disability is identified on the SEND register.
- We take great care to establish whether progress is affected because a pupil has attendance issues, has English as an additional language (EAL) or a hearing or visual difficulty.
- We also work with specialist services who provide expertise in finding out the type and range of the student's needs.

How do we support pupils identified as having a special educational need?

- If a pupil is identified as having SEN need, we will provide support that is additional to or different from the differentiated approaches and learning arrangements normally provided as part of high quality, individualised teaching intended to overcome the barrier to their learning. This support is set out in the individual SEN Support Plan, which documents the support that is to be put into place.

- When providing support that is “additional to” or “different from” we engage in a four-stage process:



Assess – this involves taking into consideration all the information from discussions with parents/carers, the child, the class teacher and assessments**.**

Plan – this stage identifies the barriers for learning, intended outcomes, and details what additional support will be provided to help overcome the barriers. Decisions will be recorded on a SEN Support plan/ snapshot and will form the basis for review meetings.

Do – providing the support – extra assistance for learning – as set out in the plan.

Review – measuring the impact of support provided, and considered whether changes to that support need to be made. All of those involved – learner, parents or carers, teacher, SENCO and outside agencies contribute to this review. This stage then informs the next cycle.

What are the different types of support available for children with SEND at Rainhill St Ann’s (including those in Looked After Care)?

Class teacher input via excellent targeted classroom teaching also known as Quality First Teaching.
For your child this would mean:

- That the teacher has the highest possible expectations all pupils in their class including those with SEN.
- That all teaching is based on building on what your child already knows, can do and can understand.
- Different ways of teaching are in place so that your child is fully involved in learning in class. This may involve things like using more practical learning.
- Specific strategies (which may be suggested by the SENCO or outside staff) are in place to support your child to learn.
- Class Teachers will carefully track children’s progress and will decide where children have gaps in their understanding/learning and need extra support to help them make the best possible progress.

All children in school get this as a part of excellent classroom practice when needed.

***Specific group work with in a smaller group of children*.**
This group, often called Intervention groups by school, may be

- Run in the classroom or outside
- Run by a teacher or most often a Teaching assistant who has had training to run these groups.

Stage of SEN Code of Practice:

School Support means they have been identified by the class teacher as needing some extra support in school and will receive interventions.

For a child this may mean:

- He/ She will engage in group sessions with specific targets to help him/her to make more progress.
- A Teaching Assistant/Teacher will run these small group sessions using the teacher's plan or planned intervention material.

This type of support is available for any child who has specific gaps in their understanding of a subject/area of learning.

Specialist groups run by outside agencies or to support specialist programmes e.g Speech and Language therapy OR Occupational therapy groups
AND/OR Individual support for your child of less than 15 hours in school.

SEN Support Outside Agency which means they have been identified by the class teacher/SENCO as needing some extra specialist support in school from a professional outside the school. This may be from:

- Local Authority central services such as Inclusion Support, the TESSA Autism Team or TESSA Behaviour Team (previously known as Behaviour Improvement Team)
- Outside agencies such as the Speech and Language therapy (SALT) Service, Occupational Health or Physiotherapy services.

For a child this may mean:

- He / She will have been identified by the class teacher/SENCO as needing more specialist input instead of or in addition to quality first teaching and intervention groups.
- Parents / Carers will be asked to come to a meeting to discuss progress and help plan possible ways forward.
- Parents may be asked to give permission for the school to refer to a specialist professional e.g. Educational Psychologist. This will help the school and parents/ carers understand a child's particular needs better and be able to support them better in school.
- The specialist professional will work with a child to understand their needs and make recommendations, which may include:

- Making changes to the way a child is supported in class e.g. some individual support or changing some aspects of teaching to support them better
- Support to set better targets which will include their specific expertise
- A group run by school staff under the guidance of the outside professional e.g. a social skills group
- A group or individual work with outside professional

The school may suggest that your child needs some individual support in school. They will tell you how the support will be used and what strategies will be put in place.

This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups.

Specified Individual support *- for your child of more than 15 hours in school.*

This is usually provided via additional funding an Education, Health and Care Plan (EHCP).

This means a child will have been identified by the class teacher/SENCO as needing a particularly high level of individual or small group teaching (more than 15 hours a week), which cannot be provided from the budget available to the school.

Usually your child will also need specialist support in school from a professional outside the school. This may be from:

- Local Authority central services such as Inclusion Support, the ASD LASC Team or Behaviour Improvement Team (BIT)
- Outside agencies such as the Speech and Language therapy (SALT) Service, Occupational Health or Physiotherapy services.

For a child this may mean:

- The school can request additional funding to support a child within school.
- The school or parents / carers can request that the Local Authority carry out a statutory assessment of your child's needs. This is a legal process which sets out the amount of support that will be provided for your child.
- After the school have sent in the request to the Local Authority (with various information about a child) they will decide whether they think a child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case they will ask you and all professionals involved with a child to write a report outlining a child's needs. If they do not think a child needs this, they will ask the school to continue with the support at SEN Support.
- After the reports have all been sent in the Local Authority will decide if a child's needs are severe, complex and lifelong and that they need additionally funded support in school to make good progress. If this is the case they will write an EHC Plan. If this is not the case, they will ask the school to continue with the support at SEN Support and also set up a meeting in school to ensure a plan is in place to ensure a child makes as much progress as possible.

- The EHC Plan will outline the individual/small group support your child will receive from the LA and how the support should be used and what strategies must be put in place. It will also have long and short-term goals for your child.
- An additional adult **may** be used to support your child with whole class learning, run individual programmes or run small groups including your child.

This type of support is available for children whose learning needs are:

- **Severe, complex and lifelong**
- **Need more than 15 hours of support in school**

We recognise that each child is unique and so, each child will receive different support depending on their specific needs.

How will school let me know if they have any concerns about my child's learning in school?

- Annual reports and termly Mentoring Conversations give all parents and carers regular feedback on their child's up to date academic levels, reading, writing and maths targets and any behavioural, emotional and social difficulties.
- Pupils views are obtained when appropriate
- End of Year Reviews take place for pupils on the SEN register. This review supports transition into the next year group.

If your child is identified as not making progress the school will set up a meeting to discuss this with parents / carers in more detail and to:

- listen to any concerns parents / carers may have
- plan any additional support a child may receive
- discuss any referrals to outside professionals to support a child's learning

How is extra support allocated to children and how do they move between the different levels?

- The school budget, includes money for supporting children with SEND.
- Top Up Funding and EHCP funding, received from St Helens Local Authority, is allocated to individual pupils.
- The Head Teacher decides on the allocation of the budget for Special Educational Needs and Disabilities in consultation with the School Committee, on the basis of needs in the school.
- The Head Teacher and the SENCO discuss all the information they have about SEND in the school, including:
    - the children getting extra support already
    - the children needing extra support
    - the children who have been identified as not making as much progress as would be expected and decide what resources/training and support is needed.

- All resources/training and support are reviewed regularly and changes made as needed.

If a pupil meets the criteria for special educational needs or disabilities (SEND), a SEN Support Plan or SEN Snapshot will be created, detailing the exact support a child will receive. Our whole school and Class Provision Maps show the range of interventions in place in our school, which are used when we identify a need for additional support.

How will the teaching be adapted for my child with SEND?

- Class Teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that every child's needs are met.
- All teachers are provided with information on the needs of individual pupils so that they can plan the learning to ensure that all pupils are able to make progress.
- SEN Support Plans and Intervention records and impact reviews will be used alongside planning to ensure children with SEND needs are met, where necessary.
- Specific resources and strategies will be used to support a child individually and in groups.
- Planning and teaching will be adapted on a daily basis if needed to meet a child's learning needs.
- Children will access the National Curriculum at an appropriate developmental level.
- SEND pupils will have access to the same curricular opportunities as all other children
- Class Teachers scaffold lessons using 'access strategies' developed by all teachers alongside SENCo

How will we measure the progress of a child with SEN in school?

- A child's progress is continually monitored by his/her class teacher.
- His/her progress is reviewed formally every term and a sub stage given in Reading, Writing, Maths.
- EYFS children are assessed against the Early Learning Goals.
- 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 for Year 6.
- SEN children receiving additional interventions or support are identified on a Class Provision map which will be reviewed every term, as an integral part of Pupil Progress Meetings and the plan for the next term made.
- Children with an EHC Plan will have a SEN Support Plan which will be reviewed every term and the plan for the next term made.
- The progress of children with an EHC Plan is formally reviewed yearly, at an Annual Review with all adults involved with the child's education.
- The SENCO will also check that a child is making good progress within any individual work and in any group that they take part in.

What support is there for my child's overall well-being?

- Children are supported with their social and emotional development throughout the school day, through the curriculum and extra-curricular activities. Personal, Social and Emotional Education is integral to our curriculum and is also taught explicitly e.g through Jigsaw
- Family Support Worker that supports the social and emotional needs of our children which have been identified through the Boxall Profile assessment tool
- Additional well-being support from trained staff is arranged as needed for individual pupils, both in and out of the classroom and a tailored personal plan may be put in place for pupils with high needs
- Our behaviour policy which includes guidance on expectations, rewards and sanctions is fully understood and followed by staff
- We regularly monitor attendance, support pupils, returning to school after absence and take the necessary actions to prevent prolonged unauthorised actions
- Relevant staff are trained to support medical needs. We have a medical policy in place and children are supported by care plans where necessary
- Pupils views are sought throughout the school

What support is in place for parents / carers of child with SEND?

- The class teacher is regularly available to discuss a child's progress or any concerns parents/carers may have and to share information about what is working well at home and school so similar strategies can be used.
- The SENCO is available to meet with parents / carers to discuss a child's progress or any concerns/worries.
- All information from outside professionals will be discussed with parents / carers with the person involved directly, or where this is not possible, in a report.
- Homework will be adjusted as needed to a child's individual needs.
- A home/school contact book may be used to support communication with parents/ carers.

How is Rainhill St Ann's accessible to children with SEND?

The Local Authority is responsible for the control of admissions to St Ann's this includes children with SEND (Special Educational Needs and Disabilities). Children with SEND are admitted to school following St Helen's admissions criteria. Please find further info at https://www.sthelens.gov.uk/schools-education/school-admissions/

We have an accessibility plan in place and where feasible make reasonable adjustments to improve the accessibility of our environment to meet individual needs. Our policy and practice adhere to the Equality Act 2010 and the Children and Families Act 2014.

- The building is accessible to children with physical disability via ramps. There are two specially equipped disabled toilets in the school building

- Staff ratios and appropriately trained staff available as required
- We ensure that equipment used is accessible to all children regardless of their needs
- We endeavour to make all activities accessible for all and take steps to ensure children with SEND are not treated less favourably than other pupils
- After school provision is accessible to all children including those with SEND
- Extracurricular activities are accessible for children with SEND
- Fire evacuation procedures include children with SEND

How will we support your child when they are leaving this school? OR moving on to another class?

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is a smooth as possible.

- If your child is moving to another school:
    - We will contact the school SENCO and ensure he/she knows about any special arrangements or support that need to be made for your child.
    - If necessary we can arrange pre-visits with the child and support staff.
    - We will make sure that all records about your child are passed on as soon as possible.

- When moving classes in school:
    - Information will be passed on to the new class teacher IN ADVANCE and in most cases, an End of Year Review will take place with the new teacher. All SEN Support Plans and EHCP will be shared with the new teacher.
    - If necessary your child will be helped by a transition booklet to support them in understanding moving on.

- In Year 6:
    - The SENCO will meet to discuss the specific needs of each child with the SENCO of their secondary school.
    - Children will do focused learning about aspects of transition to support their understanding of the changes ahead.
    - Where possible your child will visit their new school on several occasions and in some cases staff from the new school will visit your child in this school.
    - Where your child has been identified as having Special Educational Needs, details of the pupil's needs are passed on to the new school, along with details of the support that has been in place at our school. Information about any outside agencies involved with your child will be passed on, together with all SEN paperwork, including documents such as SEN Support Plans, EHCPs and outside agency reports.

Who can I contact for further information or if I have a complaint about the SEN provision in this school?

Mrs Preston – SENCO; by appointment

Mrs Rynn – Head Teacher; by appointment

Chapter 11 of the 0-25 SEND Code of Practice provides details of how parents / carers can challenge decisions or raise complaints on all such matters. This chapter also includes details of disagreement resolution arrangements, mediation and appealing to the SEND Tribunal that have been described in this section. You can also contact the authority's Information, advice and support service for help and look at your authority's Local Offer (see section in this guide, The Local Offer).