

Our Ambitious SEND Offer

This policy outlines the commitment and approach of our school to support students with Special Educational Needs and Disabilities (SEND). We recognise that every child has the right to high-quality mainstream education that meets their individual needs, enabling them to reach their full potential and support their well-being. This offer is written in line with the SEND Code of Practice 2014 and links to other relevant policies can be found below.

The types of Special Educational Needs provided for at St Alban's Primary School:

At St Alban's Primary School, we pride ourselves on our inclusive nature and ethos. We will make any reasonable adjustments possible to include pupils and parents in our school.

The categories of need are outlined in the SEND Code of practice and are as follows:

Communicating and interacting –

for example, where children and young people have speech, language and communication difficulties which make it difficult for them to make sense of language or to understand how to communicate effectively and appropriately with others. This could include children who are accessing Speech and Language Therapy (SALT) or children with Autism.

Cognition and learning –

for example, where children and young people learn at a slower pace than others of their age, even with appropriate differentiation. Children with moderate learning difficulties (MLD) may need support in all areas of the curriculum, whereas a child with specific learning difficulties (SpLD) may have a difficulty affecting one particular part of their learning performance such as in English or Maths. This could include children who have dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties –

for example, where children and young people have difficulty in managing their relationships with other people. They may display a range of behaviours such as being withdrawn, disruptive and challenging. Some behaviours may reflect underlying mental health difficulties such as anxiety, depression, self-harming or other disorders (ADHD and attachment).

Sensory and/or physical needs –

for example, children and young people with visual and/or hearing impairments, or a physical need that means they must have additional ongoing support and equipment. Many children with Autism also have sensory needs where specialist provision or equipment may be needed.

Some children with SEND may have needs in more than one of these areas. We currently provide for children with a variety of needs including: Autism, dyslexia, sensory needs, visual impairment, speech and language difficulties and more.

How do we identify children and young people with SEND?

Through communicating regularly with parents, we hope to work together to identify any SEND early and take appropriate action to support pupils.

Every learner has their progress closely monitored through regular pupil progress meetings and frequent consultation with parents/carers. Children who are not making expected progress are highlighted and interventions or additional support are allocated depending on need.

At the same time, and again in consultation with parents, we are able to identify additional needs that a child may have and will seek out specialist assessments using the outside agencies that

support our school e.g. Specialist Inclusion Team, Speech and Language Therapy Service, Educational Psychology Service etc.

The SENDCo and SLT strategically analyses data termly and provides targeted support and intervention and identifies any potential SEN issues.

The SENDCo and Mental Health mentor work closely to ensure pupils with social and emotional difficulties are supported as well as meeting their learning needs.

If appropriate, the school will support parents and pupils in statutory assessment and work towards developing an Education Health Care Plan if required.

Class teachers discuss concerns with SENDCO.

Regular TA meetings are held with SENDCO to ensure the right support is in place.

How do we consult with Parents of children with SEN and involve them their child's education?

All parents of pupils with identified SEND will usually have a termly review with the SENDCo and Class Teacher. This helps to evaluate any intervention that has occurred and plan for the future.

These meetings are usually held in school time but there is some flexibility to meet with the needs of parents.

Parents Consultation Meetings are held for all pupils in the autumn and spring terms.

Class teachers should create and share a child's SEN Personal Targets with them.

We also work closely with the Carers of Looked After Children and work closely with the relevant Local Authority in managing their provision and care. The lead contact for Looked After Children (LAC) is Mrs Amy Gurner (Headteacher).

How do we consult with Children with SEN and involve them their education?

Pupils are encouraged to contribute to their SEN targets and will be invited to be part of their review meetings if appropriate. They are asked to discuss their feelings about school and their learning with an appropriate adult and make sure their views are heard.

We are looking at ways of improving the way pupil's views are included in the review process.

How do we assess and review the progress towards outcomes agreed?

Pupils with identified SEND will eventually have a SEN OLP. This is created in collaboration with the pupil, parents, class teacher and SENDCo to identify the best way to support the child and to set realistic targets and aspirations. It also records any particular needs or strategies that are effective in helping them; for example, using a writing slope, a pencil grip or a coloured reading overlay. This helps to share information about the child as they progress through school. This is reviewed termly (as detailed above at the review meeting).

In addition to this, class teachers meet termly with the SLT to discuss progress of all pupils; to evaluate the success of any interventions that have taken place and to plan for the new term.

These are called 'Pupil progress meetings'.

The school's 'provision-map' is also reviewed to take in to account the needs of pupils and the availability of staff to provide support and intervention.

How do we support transition arrangements for pupils?

Pupils joining our school from other settings usually share their information with us and we will consult with parents and previous setting about any SEN provision required.

There is a comprehensive 'enhanced transition' package for pupils who require it arranged with Wickersley School and Sports College (WSSC). Many pupils access four additional transition sessions which begin in the November before the pupils begin Secondary School. In addition to this, representatives from WSSC are invited to attend the SEN reviews for pupils in Y6 and the Annual Reviews for pupils with a Statement or EHCP in Y5 and Y6.

The SENDCO, Learning Mentor and class teacher all meet with representatives from WSSC and share any relevant information.

We also work closely with any other schools our pupils may move to contacting the school SENDCo and ensure he/she knows about any special arrangements or support that needs to be made. We ensure that all records are passed on as soon as possible.

How do we approach teaching children with SEN?

In line with the 2014 SEND Code of Practice, the school promotes high quality first teaching in class. All teachers are teachers of children with special education needs.

Pupils with SEN are supported in a variety of ways including: differentiated activities tailored to their needs; support from the class teacher or teaching assistant; the use of specialist equipment; small group or individual interventions to achieve specific outcomes.

How do we adapt the curriculum and learning environment to suit pupils with SEN?

The curriculum is adapted to meet the needs of all our pupils. Class teachers make sure pupils have learning activities that are appropriately challenging regardless of any SEN.

Where appropriate, children may have access to special equipment including: pencil grips, writing slopes, reading filters, move 'n' sit cushions, personal visual timetables, personal workstations, alpha-smarts, sound recording devices, laptops, specialist software and more.

Arrangements are made if physiotherapy exercises are needed and appropriate adult support is given to those who need it while moving around school.

We ensure that we work closely with pupils, parents and medical professionals to ensure the classroom layout and seating arrangements suit pupils with Visual or Hearing impairments. Provision is made during break and lunchtimes for pupils who find it difficult to spend their time outside or in busy places.

We are working towards consistent visual symbols for timetables and resource labelling to provide pupils with clear and familiar labels around school.

We have also been able to provide some quiet 'withdrawal' areas for pupils who need it. This is assessed on a needs basis as space is at a premium around school and the use of learning areas must be carefully timetabled to suit all learners.

How does the expertise and training of staff help support pupils with SEN and how do we secure specialist expertise?

All staff as part of their professional development receive training to assist in supporting pupils of all abilities. Specific staff have been trained in different interventions and in using technology to support pupils.

Teaching and support staff have been trained in teaching phonics and other 'in-house' training is used to develop the skills and expertise of others.

The school purchases time from many other agencies:

- Specialist Inclusion Team – 01709 334077
- Educational Psychology Service (EPS) – 01709 336404
- Child, adolescence, mental-health services (CAMHS)
- Education, health and care assessment team (EHCAT) – 01709 428859
- Early Help (EH) – 01709 304808
- MIND - 01709 919929
- Speech and Language Team (SALT) – 01709 336415
- Visual Impairment Team – 01709 336412
- Hearing Impaired Team – 01709 255266

Termly meetings are held with representatives from LSS, ACT and EPS to review the previous terms interventions and to plan for the next.

How do we evaluate the effectiveness of the provision for pupils with SEN?

In addition to the review schedule, parent's consultation evenings, pupil progress meetings and planning meetings with external services, the school also continually reflects and reviews its own practice.

Class teachers routinely evaluate their teaching and the impact of strategies or interventions that have been used. Teachers and teaching assistants collaborate and work to provide the best support for all pupils. Where particular strategies are not working, further advice is sought from the SENDCo or specialist services.

How are children enabled to engage in activities available with children who do not have SEN?

Pupils with SEN are involved in all activities in our school. All clubs and activities are open to any pupil who wishes to take part. There are occasionally restrictions on the numbers of pupils who are able to join certain clubs, but a child's SEN is not a factor that would affect their chances of participating.

Any SEN requirements are shared with the teachers or external providers for all clubs and we have been able to include pupils in all clubs, activities and visits including swimming and residential visits.

If required, individual risk assessments are completed and shared with those leading visits or activities.

How are pupils supported in their emotional and social development?

We recognise that pupils with SEND may well have an Emotional and Social Development need that will require support in school. We have a robust Safeguarding Policy in place and we follow National and LA Guidelines. A range of support strategies are in place for pupils who need them including: 1:1 talk time, feelings books, friendship groups and more.

Pupils with Autistic Spectrum Conditions (ASC) use resources such as the 'socially speaking' game and attend the 'Social Groups' intervention if appropriate.

The school prides itself on working closely with families and other agencies to provide the best outcomes for pupils in their educational, social and emotional development.

The House Leader system and other pupil groups such as the playground leaders all add to the development of the 'pupil voice' in school.

Where can I find more information?

There are a wide variety of sources of information for parents available online. This includes the 'local offer' for Rotherham which will give you a great deal of information regarding the services available locally.

The School Website: <https://wsap.academy>

The Local Offer: <https://www.rotherhamsendlocaloffer.org.uk>

The Government guide to SEND for Parents:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/417435/Special_educational_needs_and_disabilities_guide_for_parents_and_carers.pdf

If you require any further information, please do not hesitate to call, email or make an appointment to see a member of staff.

In the unlikely event that you need to make a complaint, a copy of the complaints policy is available from the school office and on our school website.

SEN INFORMATION REPORT
Rachel Cooper
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