



SEN Information

**St Mary Queen of Martyrs Voluntary
Catholic Academy**

Nidderdale

Hull

HU74BS

01482 825625

Date of Original Policy: September 2014

Date of last review: September 2014

Date of next review: September 2017

Definition of Special Educational Needs (SEN)

“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.”

SEN Code of Practice 2014

Definition of Disability

‘A physical or mental impairment which has a substantial and long-term effect on the ability to carry out normal day-to-day activities’

Equality Act of 2010

The purpose of this document is to ensure that all stakeholders, including parents, teaching staff and governors understand and use a consistent approach in implementing support for young people with special educational needs.

1. Special Educational Needs for Which Provision is Made

St Mary Queen of Martyrs VC Academy currently supports children who have a range of special educational needs (SEN). The Code of Practice 2014 describes four broad areas of SEN:

Communication and Interaction, including speech, language and communication needs (SLCN) and Autism Spectrum Disorder (ASD).

This year we have worked with speech and language therapists from the language unit and have a dedicated teaching assistant to provide 1:1 speech and language support for children who have a speech and language plan.

We have dedicated, trained staff supporting children with ASD in the school. We plan individual provision for each of the children, using strategies such as visual timetables, as well as delivering weekly friendship groups. We work very closely with the Northcott Outreach Service, who make regular visits to the school, and seek particular advice during times of transition to the next year group.

Cognition and Learning, including severe learning difficulties (SLD), profound and multiple learning difficulties (PMLD), Specific Learning difficulties (SpLD), including Dyslexia.

We have supported children with MLD this year by ensuring that our curriculum is differentiated and tailored to the child’s specific needs. Provision has been planned according to the level of need and has included TA support and specific resources. We have provided in-class support as well as withdrawal for specific interventions.

Specific Learning Difficulties (SpLD) is an umbrella term used to cover a range of frequently co-occurring difficulties including Dyslexia, Dyscalcula and Dyspraxia.

Class teachers ensure that information is displayed in a way that is accessible to children with dyslexic tendencies and a task list may be given so that completed activities can be crossed off. Support and recommendations for teachers and parents has been provided by SENSS after screening tests have been conducted. Dedicated support staff deliver specific one to one interventions to develop reading and writing skills for children who are dyslexic. Fine and core motor skills sessions are delivered on a weekly basis.

Social, mental and emotional health, including attention deficit disorder (ADD), attention deficit hyperactivity disorder (ADHD), as well as other issues that are rooted in mental health.

We have social and emotional support groups that run on a weekly basis, led by a TA trained in Emotional Literacy Support. Children attend sessions as part of a small group or on a one to one basis dependent upon their needs. We have worked closely with the Whitehouse Behaviour Support Service who have provided support and guidance for staff and parents of children experiencing behaviour difficulties.

Sensory and/or physical needs, including a range of physical difficulties (PD) as well as hearing impairment (HI), visual impairment (VI) and multi-sensory impairment (MSI).

We have continued to work closely with IPASS this year with annual assessments taking place for our children with physical difficulties and changes made to equipment as required. We have repainted the fluorescent lines on the playground in order to ensure that all areas are accessible to children with visual impairments. Adaptations to statutory assessment materials have been made as well. Teachers ensure that all pupils, including those with physical and/or sensory needs, are able to access all areas of the curriculum.

The school has direct experience of supporting children with all of the above, with the exception of PMLD, but especially ASD and PD.

2. Policies for the identification and assessment of pupils with SEN.

The school is committed to the early identification, assessment and provision for a child with special educational needs. Teacher assessments conducted half termly, standardised testing and assessment against National Curriculum age related expectations all assist staff in the identification of SEN.

Additional support from SENSS is bought in as required to provide additional standardised assessments.

The school follows a graduated approach to intervention and provision, as recommended in the SEN Code of Practice. Teachers have a duty to raise concerns with the SENCo and parents regarding the progress and performance of a pupil who they suspect may have special educational needs. This will initially be expressed as a Cause for Concern and will mean that the pupil will be closely monitored and possible intervention put in place for an agreed length of time.

If concerns persist, parental permission will be sought to place the child on the Special Education Needs register at School Action. This will mean that the child may receive interventions in addition to or different to those provided as part of the schools usual curriculum.

Pupils who do not make adequate progress through the graduated approach may be further assessed by external agencies, such as the Educational Psychologist, IPASS, SENSS and Speech and Language Therapy Services.

3, Policies for making provision for pupils with SEN

The policies outlined in this section apply to all pupils with SEN, whether or not they have EHC Plans.

The school closely monitors the progress of all pupils, including those with special educational needs. The effectiveness of the provision for these pupils is evaluated by ensuring that they make adequate progress. This will be reviewed termly by class teachers in collaboration with parents, the SENCO and the pupils themselves. Termly pupil progress meetings take place with each class teacher and members of the Senior Leadership Team.

Pupils who are receiving support that is additional to or different from their peers, due to special educational needs, will be assessed on a termly basis in all their subjects in line with the whole school policy of termly assessment of progress. In addition, the effectiveness of the provision provided for pupils with SEN is evaluated by the SENCO, Senior Leadership Team, Class Teachers and Teaching Assistants delivering the intervention. Parents and pupils will also evaluate provision and progress in termly IEP meetings held with the class teacher and SENCO.

The approach to teaching pupils with special educational needs varies, dependent upon the need of the particular child. Some of the interventions that are used at Endsleigh Holy Child VC Academy are:

- Numicon – to support the development of mathematical skills using structured apparatus visual methods for learning.
- Lexia – a computer programme designed to help pupils with reading and spelling.
- Friendship groups, social skills group and individualised speech, language and communication programmes.
- Support is also given to pupils requiring emotional and social development. The school operates a pastoral system that applies to all pupils including those with special educational needs.
- In class support, where a teaching assistant may support one or more children to understand the content of the lesson. This may include pre-teaching of the lesson content.
- There are also a number of small group additional support sessions that take place regularly throughout the school, to support children in all areas of basic skills, these are delivered by two qualified teachers.
- For some pupils, in a small number of cases, it may be necessary to provide supervision during unstructured times.

4. Contact details of the SEN co-ordinator.

SENCo name: Mrs Katie Merckel
Contact Telephone number: 01482 825625
Email: admin@st-marygom.hull.sch.uk

5. Expertise and training of staff in relation to children and young people with special educational needs

All staff are encouraged to attend training to develop their knowledge and skills when working with children with SEN. Training needs are linked closely to the needs of the children and identified in the whole school development plan. Some trained teaching assistants have been employed specifically to work with pupils with Autistic Spectrum Disorders and pupils with Speech, Language and Communication Needs. Staff will seek training and support from outside support agencies as needed, including outreach and transitional support (see local offer for list of external agencies). Staff will also attend relevant training courses provided by the local authority.

All staff have completed Level 1 Safeguarding training.

6. Equipment and facilities to support children and young people with special educational needs.

All needs for equipment and facilities will be assessed for each pupil individually. Dependent upon the nature of the need, funding may be provided by the school or requested from other appropriate agencies. These may include IPASS, who can provide specialist equipment for physical, visual, and hearing needs.

7. Arrangements for consulting parents of children with special educational needs about the education of their child.

Parents are involved at each stage of the assess, plan, do and review process. Parents are invited to discuss with the SENCo (and/or class teacher) the needs of their child in the first instance. This allows for parents to share knowledge about their child and engage in a positive discussion from which there will be agreed actions relating to how the child's needs can be met. Therefore parents have an active role in the planning and decision making regarding their child's provision.

Subsequent to this, parents will be kept informed of progress and outcomes as a result of the aforementioned actions in a number of ways:-

- a) Informal discussion/liaison with the class teacher
- b) Parents Evenings when advice and support in helping their child at home can also be given.
- c) Formal review of their child's progress with the SENCo and/or class teacher.

During these reviews, a 'person centred approach' allows for professionals and parents to contribute towards reviewing the effectiveness of provision in place for the child. Following this, decisions can be made regarding next steps.

8. Arrangements for consulting young people with special educational needs about their education.

The child/young person is involved (as is appropriate) at every stage of the assess, plan, do review process:-

At the initial assessing and planning stage, in order to support a 'person-centred approach', the child's wishes and aspirations are taken into consideration, along with the outcomes they seek and the support they need to achieve them. These discussions enable individuals to feel that they have more control over decisions about their support.

Where the child may be unable to verbally communicate or provide a written input, observations of the child may be made in order to gather information regards their likes, interests, dislikes and difficulties. The thoughts and opinions of parents/carers, and those who know them best, may also be sought.

Any documentation used as a part of the agreed provision (for example, Individual Education Plans or similar) will have a 'child friendly' section which is shared with the child so that they are able to understand all aspects of their support.

The child/young person is able to discuss any aspect of their provision in a number of ways:-

- Informally with their class teacher on a regular basis.
- Where appropriate, the child will attend a more formal meeting to review their progress and provision.

During these discussions/meetings a 'person centred approach' allows for professionals and parents and the child to contribute towards reviewing the effectiveness of provision. Following this, decisions can be made regarding next steps.

9. Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with special educational needs concerning provision made at the school.

Complaints about SEN provision within the school are first dealt with by the SENCo during arranged meetings.

Where a satisfactory conclusion cannot be reached, the parent can then make an appointment to see the Head Teacher during which further information can be exchanged and procedures altered as appropriate. If a satisfactory conclusion still cannot be reached then the Governing body must become involved.

The school participates fully if receiving requests for information for tribunals or assisting parents in formulating appeals etc.

10. How the governing body involves other bodies in meeting the needs of pupils with special educational needs.

Where a school has concerns that a child may require additional or external support to meet their special educational needs, then a request can be made to the local

authority service provider and / or other professional support service, or voluntary organisation. These may include:

- Educational Psychologists
- Speech and Language Support Agency
- ASD Team
- National Autism Society
- IPaSS – Integrated Physical and Sensory Service(Visual/Hearing/Physical)
- Social Care Team
- Children’s Centres
- CAHMS for Mental Health Needs
- Rowan Centre – Home Education Support
- Echoes
- Kids – Parent Partnership
- School Nursing Team
- Whitehouse Unit
- Cruze / Dove House Bereavement Support Team
- Sibling Support Services – Barnardo’s
- Traveller Education Team
- Northcott Outreach Service
- Police

Links to all of these can be found in the Hull Authority Local offer.

www.connecttosupport.org

Advice may be sought from one or several service providers, when considering the initiation of a statutory assessment. Details of this may be found in the DFE SEN Code of Practice.

A Statutory Assessment is only usually required or conducted for children with complex or severe learning needs. This may include needs in:

- Cognition and Learning
- Communication and Interaction
- Sensory and/or Physical.

Throughout this process the local authority has a duty to request the opinions of parents, the school and other involved professionals.

Following a Statutory Assessment, the local authority will make a decision whether an Education Health and Care Plan is considered appropriate for the child.

11. The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with clause 32.

All contact details are detailed in the links provided in the Hull Authority Local Offer.

www.connecttosupport.org

12. Arrangements for supporting pupils with special educational needs in transferring between phases of education or in preparing for adulthood and independent living.

All children with special educational needs will transfer between key stages in primary education and then into their secondary school along with their peers.

Class teachers at St Mary Queen of Martyrs work very closely with each other to ensure a smooth transition for the children. A transition plan is written in the summer term, taking into account particular needs of the children including those with special educational needs. Support from outside agencies is sought in order to prepare children for the transition to their new class.

Where a child has a Statement of Special Educational Need or an Education Health Care Plan, a preference for educational setting should be made during the Annual Review process the year prior to the transition. This enables the local authority to consult and request placements at the preferred school. A request for a special school placement should be made early in Year 5 to determine that suitable provision can be considered. It is useful at this stage for the parent to visit some appropriate secondary schools to help an informed choice to be made. The SEN Team will administer the process following any request by the parent.

Transition packages need to be planned carefully for children with special educational needs and many education providers now offer additional visit time, weekend schools and / or transition meetings to support all new pupils. Other consideration could also be given to the use of social stories, transition activities/ programmes and /or communication passports. All of these can help to support children and prevent vulnerability during their transition. Early admittance policies are also being used by some secondary providers to help children to settle earlier into new routines.

If or when a child transfers to a different school, all relevant information regarding the pupils will be collated and passed to the receiving school. The SENCO will liaise with support staff at the new school and inform any outside agencies that are involved.

When a child is admitted into St Mary Queen of Martyrs VC Academy, the SENCO will check the new child's documents for any information regarding SEN and if evidence found, may speak to staff at the previous school.

All children with a Statement of Special Educational Need / Education Health Care Plan, must have their secondary transfer placement confirmed by 15th February in Year 6.

13. Information on where the local authority's offer is published.

Hull local authority's offer can be found at:

www.connecttosupport.org/hulllocaloffer