



St Nicholas C.E SEN Annual Report

Belonging, Believing, Becoming

How does the school identify children with special educational needs?

The new SEN code of practice states:

“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.

At St Nicholas if a child has SEN then we aim to identify those needs as early as possible.

Under the new SEN Code of Practice, there are four primary areas of need:

- Communication and interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and/or Physical Needs

Only pupils with a learning difficulty that requires special educational provision will be identified as having SEN.

We use a variety of different methods to identify whether a child has SEN.

- Consultation with parents
- Feedback from teachers and teaching assistants
- Pupils make limited progress
- Liaison with other professionals such as school nurses, paediatricians, physiotherapists, specialist teachers and educational psychologists
- Early identification and screening

How many children in the school have special educational needs?

There are currently 18 pupils identified as having SEN.

What types of special education needs does the school currently need to provide?

At St Nicholas we currently provide for pupils with a broad range of SEN. This support matches the four main areas of need as defined in the SEN Code of Practice:

- Communication and interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and/or Physical Needs

How are pupils with SEN ensured access to the curriculum?

Our support for pupils with SEN follows the graduated approach as follows:

Quality First Teaching

All lessons offer the challenge and support necessary for each child to learn and teachers will ensure that they provide Quality First Teaching for all pupils. This may mean making reasonable adjustments to their teaching and/or classroom environment to enable pupils to access and participate in the curriculum. This may be differentiation of tasks, questions asked and support given. It may be appropriate to adopt different strategies or resources and adapt outcomes to meet the learning needs of pupils. Grouping arrangements are organised flexibly with opportunities for both ability and mixed groupings to maximise learning opportunities for all.

Enhanced Quality First Teaching

Further adaptations may be needed to ensure that children make progress. This may be further differentiation, extra practice of a specific skill, a booster programme or increased adult support from a teacher or teaching assistant.

Intervention

A range of interventions are used to ensure pupils with SEN are able to access the curriculum. The SENCO will have involvement in coordinating additional and different provision within the school to enable the child to learn more effectively. Staff will work closely to devise a learning programme, based on assessment, which outlines specific measurable targets and strategies to meet them. The child's progress will be closely monitored and targets will be reviewed regularly.

Specialised Support

For those children whose progress continues to cause concern, the school may see parental consent to request support from outside agencies (e.g. Educational Psychology, Sefton Advisory and Inclusion Service, School Nurse, Speech and Language or Occupational Therapist). The class teacher, based on the advice they receive from outside agencies, will implement advice on new targets and fresh strategies. At this stage a SEN Support Plan will also be created. The plan will include detailed targets and will be reviewed regularly - at least termly.

What are the targets and outcomes for children with special education needs

All pupils with SEN are given a SEN support plan which details specific targets to work towards to enable them to make good progress. These targets and outcomes are reviewed termly.

How is their progress monitored?

All pupils with SEN are assessed against statements drawn from the National Curriculum. Pupils are described as emerging, expected or exceeding these National Curriculum statements for each year group. For some pupils with SEN we use Bsquared to assess progress that is in smaller steps than the usual national curriculum and at a slower pace. Our assessments are regularly moderated (checked for accuracy and consistency) internally – between teachers – and externally, by the Local Authority and the local CAPITAL group. Within every lesson, teachers are expected to use assessment for learning strategies to check how well a pupil understands and how much progress they are making. Our senior leadership team check the progress of pupils termly. The Headteacher and classteacher discuss what we are doing to make sure all pupils make good progress at termly Pupil Progress meetings. For pupils with SEN, teachers discuss progress with parents every term or more often if we believe this will help. This may be as part of the whole school termly teacher – parent meetings, or may be at additional meetings between the class teacher, SENCO and parents/carers.

Are all the relevant plans in place? (provision maps, individual education plans, pastoral plans)

Individual SEN support plans are in place and are developed for each pupil with SEN identifying areas for development.

How are school resources deployed?

The school receives funding from the local authority. These funds include money to support the learning of pupils with SEN and/or disabilities. If the assessment of a pupil's needs identifies something that is significantly different to what is usually available, there will be additional funding allocated and the school will apply for top up funding. The Headteacher, in consultation with the school's Governing Body, decides the budget for SEN provision based on the needs of the pupils in the school. The Headteacher and SENCO evaluate the effectiveness of the school's current interventions and provisions, and plan for future needs which may include additional and alternative interventions, deployment of staff, staff training and equipment. This process is reviewed regularly to ensure the best possible intervention is provided to those children who require additional support to enable them to learn and make progress.

Describe the progress on any parts of the School Improvement Plan relating to SEN

The School's Improvement Plan has a dedicated section for SEN. All objectives set for SEN for 2018 – 2019 are now underway with plans in place to ensure achievement of objectives by July 2019.

SEN Policy

The SEN policy was last reviewed in November 2018 and is reviewed annually as part of the policy review calendar. The SENCO, in consultation with staff, is responsible for the review of the policy.

SENCO Training

The National Award for Special Needs Coordination was achieved in November 2016.

Staff Training

At St Nicholas we believe that your child's learning needs will be met in the first instance through the high quality teaching delivered by the teachers in our school. We regularly review the school's training schedule and professional development for all teaching and support staff to ensure there is the appropriate expertise to support children with special educational needs. The school is able to access training programmes from a range of different providers including, Sefton Inclusion Service, Sefton Social Communication Team, Together Trust and Sefton Speech and Language service. Individual training can also be arranged where and when necessary. Teaching staff have received training on the SEN Code of Practice with a range of staff training planned throughout the academic year to ensure all identified objectives are achieved.

Which external agencies and support agencies are the school working with and how well is this working?

At St Nicholas we work with a wide range of agencies to ensure all pupils with SEN receive the most effective support. Currently we work with:

- Sefton Inclusion Service

For more information you can contact Sefton SEN and Inclusion Service on 0151 934 2347 or by emailing Sefton Educational Psychology and Portage Service (SEPPS): SEPPS.Ainsdale@sefton.gov.uk

- Sefton Educational Psychology Service

For more information you can contact Sefton SEN and Inclusion Service on 0151 934 2347 or by emailing Sefton Educational Psychology and Portage Service (SEPPS): SEPPS.Ainsdale@sefton.gov.uk

- Complex Needs Team

For more information you can contact Sefton SEN and Inclusion Service on 0151 934 2347 or by emailing Sefton Educational Psychology and Portage Service (SEPPS): SEPPS.Ainsdale@sefton.gov.uk

- Speech and Language Service

How does the school consider parent/pupil views

We believe it is very important for parents/carers to be involved in all areas of their child's learning and we actively encourage this. It is essential to understand both your and your child's views on any difficulties they may experience with their learning. If your child has an identified special educational need you will be invited to regular meetings with the class teacher and/or SENCO to discuss current progress, support strategies being used and expected outcomes. If your child has an Education, Health and Care plan (EHC Plan) you and your child will be able to share your views formally at the Annual Review.

Transition

There are clear procedures for supporting children in moving between phases of education. The SENCO arranges meetings where enhanced transition arrangements are discussed and actions are drawn up within a timescale. Parents, child's class teacher and TA, next class teacher and TA and any outside professionals working with the child are invited to this meeting. Enhanced transition arrangements within school may include:

- Additional visits to the new class
- Transition books with photos of new teacher, other adults and the classroom environment
- Opportunities to work with their new TA
- Meetings between staff in school and outside professionals to pass on information and SEN Support Plans
- Staff Development transition times
- Transition from KS2 to KS3 meetings are held in school with SENCOs from high schools to ensure children's needs are shared appropriately

Developments

Areas for development are detailed in the school development plan with clear steps in place to ensure all objectives are met.

Achievements

All pupils at St Nicholas identified as having SEN make good progress from their starting points.

Governance

An appointed SEN Governor is in place to monitor and evaluate the provision for SEN pupils within school. The appointed SEN Governor is Nikki Wilson. The role of the SEN Governor is :

- To do their best to secure the necessary provision for any pupil of the school with identifies SEN
- To ensure that SEN us given a sufficiently important place when considering the staffing and financial resources of the school
- To be kept informed of any development in the school's SEN policy and practice
- When necessary, in order to co-ordinate provision for pupils with SEN, will consult with the LA, Headteachers and / or Governing bodies of other schools and external agencies

A Governor Complaints Committee is appointed to oversee any complaints concerning provision for SEN pupils made to the school.

Sefton's Local Offer website (www.seftondirectory.co.uk/localoffer) provides families and professionals with accessible information about the local services and support available to children and young people age 0-25yrs who have special educational needs and / or a disability.