

Special educational needs and disability code of practice: 0 to 25 years. Statutory guidance for organisations who work with and support children and young people with special educational needs and disabilities

Publishing information: SEN information report

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 should be updated annually and any changes to the information occurring during the year should be updated as soon as possible. The information required is set out in the Special Educational Needs and Disability Regulations 2014 and **must** include information about:

- The kinds of SEN that are provided for

Katherine Semar Infant and Junior Schools are inclusive main stream primary schools. We do not specialise in SEN, but seek to best meet the needs of all our pupils

- Policies for identifying children and young people with SEN and assessing their needs, including the name and contact details of the SENCO (mainstream schools).

The named SENCO is Mrs Moy. Mrs Moy can be contacted via the school office.

Please see our website for relevant policies including our Special Education Needs Policy and Inclusion Policy.

Identification of SEN is built into the overall approach to monitoring the progress and development of all pupils at our school. Before identifying a child as needing SEN Support, the class teacher, working with the SENCO and with the involvement of the senior leadership team, will establish a clear analysis of the pupil's needs including:

- The current class teacher's assessment and experience of the child.
- Previous assessment data and information about the child including Pupil progress, attainment, and behavior.
- Advice from our experienced SENCO.
- The views and experience of parents. Katherine Semar Schools take seriously any concerns raised by a parent.

- Child's development in comparison to their peers.
 - The child's own views.
 - If relevant, advice from external support services.
 - The Code of Practice states: A young person has a learning difficulty or disability if they: have a significantly greater difficulty in learning than the majority of others of the same age.
- Arrangements for consulting parents of children with SEN and involving them in their child's education.

Katherine Semar Infant and Junior Schools take seriously any concerns raised by a parent and seek to work together with parents to secure the best outcomes for their child.

Parents are involved in a **minimum** of 1 formal meeting a term with their child's class teacher and when appropriate the SENCO is involved, this can be at the parents request or by the class teacher.

Depending on the needs of the child the class teacher or SENCO may decide to meet with parents more frequently than this.

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

Young people with SEN are consulted and are involved at age/developmentally appropriate level in their education.

- Arrangements for assessing and reviewing children and young people's progress towards outcomes. This should include the opportunities available to work with parents and young people as part of this assessment and review

The class teacher is responsible for the assessment of his/her pupils. Where appropriate, based on evidence based assessments, the SENCO will monitor and review progress of the child and any appropriate support and interventions as set out in our special needs policy.

- 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.

Usually transition arrangements between classes are managed by the class teacher. Transition arrangements are personalised based on the individual pupils needs and planned by the class teacher and SENCO. The SENCO manages the transition arrangements between schools. There is close liaison between the local nurseries, Infant and Junior and SWCH schools. Close liaison with parents is integral to the transition process in preparing children for their next step. When children transfer to an enhanced unit or special school this process is managed by the SENCO.

- The approach to teaching children and young people with SEN

A range of support mechanisms are used including differentiation, small group support, 1:1 work.

Advice from outside agencies is additionally sought when it is deemed appropriate by SENCO /SMT. Often programmes of work are demonstrated by outside professional such as Speech and language therapists and then programmes are implemented by a teaching assistant.

- how adaptations are made to the curriculum and the learning environment of children and young people with SEN

Adaptations are made to the curriculum and the learning environment of children and young people with SEN based on the advice contained in individual pupils Educational Health Care plans and/or one plans or care plans (currently known as One Plan or Care plan). These record the

recommendations of the SENCO, visiting specialists including speech therapists, specialist teachers, and educational psychologists and via referrals made to health professionals such as paediatric consultants, nurses and occupational therapists. Intended outcomes for pupils are also recorded as a consequence of following those recommendations.

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

SEN support staff have a range of experience, in a wide range of Special Educational needs. This is targeted in particular areas of support as deemed appropriate by the Head teachers/ SENCO. When appropriate, specialist expertise is used to train staff and support children. This support may be from visiting specialists such as a speech therapists, specialist teachers, and educational psychologists and via referrals made to health professionals such as paediatric consultants, nurses and occupational therapists.

- Evaluating the effectiveness of the provision made for children and young people with SEN.

The effectiveness of the provision made for children with SEN is integral to our usual assessment arrangements but the progress of SEN pupils is also monitored specifically by the SENCO.

OFSTED inspection of Junior school 2013 stated, " Disabled pupils and those who have special educational needs make rapid gains in their learning because of the carefully honed support provided by teachers in the classroom and through small group teaching by teaching assistants ,"

"Equal opportunities are promoted exceptionally well. There are no underachieving groups of pupils, and those supported by the pupil premium and the most able pupils achieve extremely well."

- 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

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 by our personalised approach to considering SEN and making reasonable adjustments.

- 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.

Children with SEN have access to the services in school that support every child's emotional and social development. All staff are proactive in listening to feedback and monitoring and advising when specific support is needed for example, 1:1 coaching and mentoring sessions with a teaching assistant, work with Place 2 Be counsellors and/or additional group work on social skills, such as socially speaking.

- 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.

The SENCO and Head teacher work together to decide when specific support from agencies, including health and social care bodies, local authority support services and voluntary sector organisations, would be best used to meet children and young people's SEN and supporting their families.

- Arrangements for handling complaints from parents of children with SEN about the provision made at the school

Please see schools' websites for our complaints procedure.

The above should include arrangements for supporting children and young people who are looked after by the local authority and have SEN.

Children who are looked after by the local authority have a designated teacher. The designated teacher in the Infant school is Julie Puxley (Head teacher) and in the Junior school is Rachel Callaghan (Head teacher).

Schools should ensure that the information is easily accessible by young people and parents and is set out in clear, straightforward language. It should include information on the school's SEN policy and named contacts within the school for situations where young people or parents have concerns. It should also give details of the school's contribution to the Local Offer and **must** include information on where the local authority's Local Offer is published.

Please see the link on the schools' websites to the local authority's local offer.

In setting out details of the broad and balanced curriculum provided in each year, schools should include details of how the curriculum is adapted or made accessible for pupils with SEN.

Details of our new broad and balanced curriculum can be found on our school website. This curriculum is adapted or made more accessible to ensure all children in our school are able to access it. Each teacher considers every child with SEN and personalises the curriculum to meet their needs.

Schools should also make data on the levels and types of need within the school available to the local authority. This data will be required to inform local strategic planning of SEN support, and to enable the local authority to identify pupils who have or may have SEN. Such data, collected through the School Census, is also required to produce the national SEN information report.

Data is kept by the school and shared with the local authority and is collected through the school census.

K Moy SENCO March 2016

