



SEN Information Report for St. Andrew's CE Primary school 2017-18

Local Offer

Introduction

Welcome to our SEN information report which is part of the Leicestershire Local Offer for learners with Special Educational Needs and disabilities (SEND.) All governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools have a legal duty to publish information on their website about the implementation of the governing body's or the proprietor's policy for pupils with SEND. The information published must be updated annually. At St. Andrew's Primary School, we are committed to working together with all members of our school community. We would welcome your feedback and future involvement in the review of our offer, so please do contact us. The best people to contact this year are:

Name of SEND Governor: Nick Hardwick

Name of SENDCo: Mrs C Adams

If you have specific questions about the Leicestershire Local Offer, please look their website. Alternatively, if you think your child may have SEN please speak to their Class Teacher or contact Catherine Adams our SENCO on 01858 880430.

Our Approach to Teaching Learners with SEN

At St. Andrew's we believe in participation for all. We want all adults and children to participate in learning and we celebrate all members of our community. We want to create an inclusive culture in our school and we aim to be more responsive to the diversity of children's backgrounds, interests, experience, knowledge and skills.

We value high quality teaching for all learners and actively monitor teaching and learning in the school. Our school improvement plan is about developing learning for all and details are planned continued professional development (CPD) opportunities for all staff.

We aim to create a learning environment which is flexible enough to meet the needs of all members of our school community. We monitor progress of all learners, and staff continually assess ensuring that learning is taking place. Our whole school system for monitoring progress includes regular pupil progress meetings.

How we identify SEN

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

“A child or young person has SEND 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.”**

If a learner is identified as having SEN, we will provide provision that is ‘additional to or different from’ the normal differentiated curriculum, intended to overcome the barrier to their learning.

Learners can fall behind in school for lots of reasons. They may have been absent from school, they may have attended lots of different schools and not had a consistent opportunity to learn. They may not speak English very well or at all, they may be worried about different things that distracts them from learning. At St. Andrew’s school we are committed to ensuring that all learners have access to learning opportunities, and for those who are at risk of not learning, we will intervene. This does not mean that all vulnerable learners have SEND. Only those with a learning difficulty that requires special educational provision will be identified as having SEN.

Our SEN profile for 2018-19 shows that we have 10% of children identified as having SEN,

2 % of children have an EHCP.

Assessing SEN at St. Andrew’s Primary School

Class Teachers, support staff, parents/carers and the learner themselves will be the first to notice a difficulty with learning. At St. Andrew’s school we ensure that assessment of educational needs, directly involves the learner, their parents/carers and of course their Teacher. The Special Educational Needs Co-ordinator (SENCO) will also support with the identification of barriers to learning.

For some learners we may want to seek advice from specialist teams. In our school and cluster we have access to various specialist services.

What we do to Support Learners with SEND at St. Andrew’s School

Every Teacher is required to adapt the curriculum to ensure access to learning for all children in their class and ensure pupils receive quality first teaching. The Teacher Standards 2012 detail the expectations on all teachers, and we at St. Andrew's are proud of our Teachers and their development.

Our Teachers will use various strategies to adapt access to the curriculum, this might include using:

- Visual timetables
- Writing frames
- I-pads, lap tops or other alternative recording devices
- Peer buddy systems
- Positive behaviour rewards system
- Working in partnership with other external agencies
- Targeted interventions
- Working in partnerships with parents

Each learner identified as having SEND, is entitled to support that is 'additional to or different from' a normal differentiated curriculum. The type of support is dependent on the individual learning needs, and is intended to enable access to learning and overcome the barrier to learning identified. This support is described on a provision map describes the interventions and actions that we undertake at St. Andrew's school to support learners with SEN across the year groups. We modify the provision map regularly, and it changes every year, as our learners and their needs change.

Funding for SEN

St. Andrew's school receives funding directly to the school from the Local Authority to support the needs of learners with SEN.

How do we Find Out if this Support is Effective?

Monitoring progress is an integral part of teaching and leadership within St. Andrew's school. Parents/carers, pupils and staff are involved in reviewing the impact of interventions for learners with SEN. We follow the 'assess, plan, do, review' model and ensure that parents/carers and children are involved in each step. Before any additional provision is selected to help a child, the SENCO, Teacher, parent/carer and learner, agree what they expect to be different following this intervention. A baseline will also be recorded, which can be used to compare the impact of the provision.

Children, Parents/carers and their Teaching and Support Staff will be directly involved in reviewing progress. This review can be built in to the intervention itself, or it can be a formal meeting held at least once a term, where we all discuss progress and next steps. If a learner has an Education Health and Care Plan (EHC plan,) the same termly review conversations take place, but the EHC plan will also be formally reviewed annually.

Progress data of all learners is collated by the whole school and monitored by Teachers, Senior Leaders and Governors and within our Multi Academy Trust.

Other Opportunities for Learning

All learners should have the same opportunity to access extracurricular activities. At St. Andrew's school in 2018-19 we are offering a range of additional clubs and activities.

We are committed to making reasonable adjustments to ensure participation for all, so please contact our extended school co-ordinator to discuss specific requirements.

The Equality Act 2010 definition of disability is:

“A person has a disability for the purposes of this Act if (s) he has a physical or mental impairment which has a substantial and long-term adverse effect on his ability to carry out normal day-to day activities.”

Section 1(1) Disability Discrimination Act 1995

This definition of disability in the Equality Act includes children with long term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEND, but there is a significant overlap between disabled children and young people and those with SEND. Children and young people may therefore be covered by both SEND and disability legislation.

Preparing for the next step

Transition is a part of life for all learners. This can be transition to a new class in school, having a new teacher, or moving on to another school, training provider or moving in to employment. St. Andrew's is committed to working in partnership with children, families and other providers to ensure positive transitions occur.