

# SEN Information Report



<b>Executive Headteacher:</b>	<b>Mrs Alison Baron</b>
<b>Deputy Headteacher:</b>	<b>Mrs Rebecca Holland</b>
<b>SENDCO:</b>	<b>Mrs Rebecca Holland</b>
<b>Special Needs Governor:</b>	<b>Modupe Akinola</b>

On 1 September 2014 the government introduced changes to the way children and young people with special educational needs are supported. The changes were introduced through a new law, the Children and Families Act 2014, which applies to England only. The new Children and Families Act will mean changes to the law to give greater protection to vulnerable children, better support for children whose parents are separating, a new system to help children with special educational needs and disabilities, and help for parents to balance work and family life.

The SEND Code of Practice lays out the legal requirements and statutory guidance for all local authorities and school to provide for those with special educational needs. <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

## What is SEND?

(Definitions from the Department for Education)

A child has SEND if they have learning difficulty or disability which calls for special educational provision to be made.

A child of compulsory school age has a learning difficulty or disability if they have significantly greater difficulty in learning than the majority of others of the same age or has a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

There are four main areas of SEND:

- **Cognition and Learning**
  - Specific Learning Difficulty (SpLD) – Dyslexia, Dyscalculia, Dyspraxia
  - Moderate Learning Difficulty (MLD) – numeracy and literacy, speech or language delay, low self-esteem or concentration or underdeveloped social skills.
  - Severe Learning Difficulty (SLD) – significant intellectual or cognitive impairments. Mobility, communication, perception or co-ordination difficulties.

- Profound & Multiple Learning Difficulty (PMLD) – physical disabilities or sensory impairment.
- **Communication and Interaction**
  - Speech, Language and Communication Needs (SLCN)
  - Autistic Spectrum Disorder (ASD)
- **Social Emotional Mental Health**
  - ADHD
  - Emotional Behavioural Disorder (EBD)
  - Oppositional Defiant Disorder
  - Disruptive Behaviour Disorder
  - Attachment Disorder
  - Obsessive Compulsive Disorder
- **Sensory and Physical**
  - Visual Impairment (VI)
  - Hearing Impairment (HI)
  - Multi-Sensory Impairment (MSI)
  - Physical Disability (PD)

**Where can I find school's policies for the identification and assessment of pupils with special educational needs?**

Policies can be requested by contacting the school SENCO who will be happy to provide hard copies of all policies which directly relate to SEND provision provided at Highfield St Matthews Primary School. Our inclusion team are happy to meet with parents to have a more detailed discussion about how we can meet the needs of children with specific SEN needs through our provision. Please contact the school to book such an appointment. Further information on Highfield St Matthews SEND identification and assessment can be found in our SEND policy, found on our school website; <http://www.highfieldsaintmatthews.wigan.sch.uk/school-information/policies>

**How will Highfield St Matthews evaluate the effectiveness of its provision for pupils with SEND?**

- When your child starts school, we will contact any early years settings, or other schools your child has previously attended to gather information about their needs.
- We will discuss your child with you to ensure a holistic view of the child.
- When children have already been identified with Special Educational Needs and Disabilities (SEND) prior to starting school, we work with the family and professionals to inform SEND provision and how it will be managed.

- Children are assessed regularly through termly assessments and throughout their lessons. This is done through the use of 'The Graduated Approach'
- These assessments are discussed with the team round the child at pupil progress meetings. The next steps or any adaptations to provision can be discussed and planned for.
- Children who are not working in line with age expectations may use alternative means of assessment which is tracked closely using an alternative tracker.

<https://www.wigan.gov.uk/Business/Professionals/Early-Years-and-Childcare/Childcare-for-children-with-special-educational-needs.aspx>

All children with identified or suspected SEND will have their needs regularly monitored and evaluated to ensure that the support in place is meeting their needs. This will be done using the; Assess, Plan, Do, Review approach and will be done collaboratively with the class teacher, teaching assistants where appropriate, learning mentor and SENDCO. This approach is discussed during the pupil progress meeting where the graduated approach is used to support inclusive class-based learning.

### **How does Highfield St Matthews approach teaching pupils with SEND?**

Highfield St Matthews prides itself on having a curriculum that adapts to the needs of the learner, taking an individual approach to children's learning. Our aim is to remove the barriers to learning and enable pupils to access learning in the classroom along with their peers. This could involve a pre-teach, providing additional resources to support in class learning or adults to scaffold and support learning.

This involves an approach that considers the pupils barrier to learning, preferred learning styles and providing scaffolding and support to help encourage our pupils to develop as independent learners. We adapt the graduated approach dependant on the subject being taught. We have an SEN toolkit developed by subject leaders to support class teachers to make adjustments to each lesson to ensure that each child is able to access learning without barriers.

This approach is further supported by specialist agencies, where required, offering advice and guidance on how to meet the need of each individual child, both through the curriculum and the classroom environment.

### **How does Highfield St Matthews provide additional support for a child with SEND?**

Highfield St Matthews is committed to providing children with the support they require to fully access the curriculum, regardless of EHCP's being in place. This is done through targeted interventions, differentiated learning opportunities, scaffolding work to make it accessible and working on a 1:1 basis where needed. Where the graduated approach, underpinned by quality first teaching is not enough to support a pupil, we will access the support of the TESS team to provide further advice to the team, child and family. We also have the support of a Learning mentor who provides social and emotional support for children, both in the classroom and during less

structured times in the school day i.e. playtimes. Through the use of the sensory room, we are able to provide opportunity to learn self-regulation and we are lucky to be supported in this by the sensorial team. Our learning mentor also offers support as an advocate for parental voice when parents struggle to articulate their child's needs and will support parents to engage with external professionals.

### **How does Highfield St Matthews ensure ALL children can engage in activities of the school?**

The school acknowledges that all pupils are fully included within school life. Provision will be made for all pupils to access all areas of the curriculum including extra-curricular activities. We will always contact you before a planned activity if we think your child may require additional support, to meet required health and safety standards. This may involve a specific risk assessment to identify any additional support needs your child may have to ensure full participation. We will seek to remove the barriers to full participation in all aspects of school life.

**Our SENCO and attendance team** will support to remove the barriers that medical needs may present. This involved the devising of medical care plans in conjunction with the school nursing team, to allow children with medical needs to access education without barriers.

**Our mental health and wellbeing team** will work with families and pupils to support inclusive practice pupils having a voice and provided with strategies to manage their own mental health and wellbeing. Within our team we have trained mental health first aiders. Pupils who feel emotionally safe are more able to thrive educationally. WE are proactive and adapt our PSHE curriculum to support children/cohorts who are struggling with a particular topic and work closely with our named CAMHs link worker to provide additional strategies where needed.

**Our behaviour team** look to understand that behaviour often is a communication of an unmet need and work to understand our children's specific needs. We have undertaken training with ADHD foundation and with our educational psychology team to unpick communication through behaviour and have adapted our behaviour policy to ensure that we can meet the needs of all learners regardless of SEN status. We identify that in order to change negative behaviour children must first feel secure enough to reflect and learn from their actions.

### **How does Highfield St Matthews support pupils emotional, mental and social development?**

Highfield St Matthews takes a holistic approach to our pupils education, recognising the importance of developing the whole child. This is done regularly through the Christian ethos of the school and is further supported through the work of our Learning mentor and our mental health and wellbeing team. We offer a regular nurture group session for those children who have been identified as requiring additional support. Children who may struggle with the less structured times of the day such as lunchtime will be invited to attend our nurture group, where the focus is on developing strategies for emotional regulation and being able to work and play alongside other peers. All teaching assistants have been trained in the zones of regulation to support

escalation where this is needed. Our school are rolling out a trauma informed approach to dealing with incidents of negative behaviour, where our behaviour policy and strategies can be adapted based on our knowledge and understanding of the child. The work in school is underpinned with the use of external professional support where needed from CAMHs (child and adolescent mental health team and Dragonflies, our sensory team, who visit school once a week to provide more bespoke nurture sessions.

### **Who makes up our inclusion team?**

**SENCO:** Mrs Rebecca Holland

**Learning Mentor:** Mrs Natalie Rose

**SEND governor** – Modupe Akinola

**Attendance team:** Mrs Rebecca Holland, Mrs Kelsey Condliff, Mrs Natalie Rose, Mrs Andrea Guest, Mrs Joanne Piper.

**Wellbeing team:** Mrs Rebecca Holland- mental health leader, Mrs Natalie Rose -Learning mentor, Mrs Lynette Bell- Staff representative, Mrs Amber Mawdsley, Wellbeing governor- Mrs Elizabeth Gaskell

Our team can be contacted via the school phone number; 01942 747818, via the school email system; [hstm@ldst.org.uk](mailto:hstm@ldst.org.uk)

You can also come into school and speak to them directly.

### **What training will staff receive to cater for children with special educational needs?**

- Our SENCO is qualified to masters level and received the national qualification for special educational needs coordinators.
- The SENDCO attends Local Authority Briefings to keep up to date with any legislative changes in SEN and the most up to date practice and provision.
- The SENCO is part of a WOWs cluster with other SENDCO's from the area. Termly meetings are held to discuss training opportunities and share good practice.
- SENDCO attends the LDST cluster, where the SENCO is supported by the LDST SEN advisor through regular meeting, joint learning walks and monitoring of provision.
- Support staff are deployed in line with skills audits and areas of expertise, all have received safeguarding training, zones or regulation ADHD training and trauma informed training.
- Additional training is identified through appraisals and skills audits and provided to meet the educational needs of the pupils in our care.
- Teachers keep up to date with new initiatives to help all children this is delivered through weekly staff meetings.
- Staff have training regarding medical needs as required and this is identified through the writing of medical care plans and supported by our school nursing team.
- We deliver speech & language programmes provided by the Speech Therapy Service. A therapist will demonstrate to school staff how to

use the programme, and this will then be delivered and assessed after a given period of time.

- Regular specific training and updates are delivered with the staff at Highfield through staff meeting and training and inset.

### **How will specialist expertise be secured in Highfield St Matthews?**

All teachers have a strong knowledge of the children's learning needs. If, in collaboration with home, it is felt that a child is in need of a more specialist assessment or intervention then this will be done through a referral.

Referrals can be made to the following agencies;

- TESS
- Dragonflies- sensory support team.
- Outreach Support from specialist settings.
- Speech and Language
- Play Therapy
- Educational Psychology
- Occupational Therapy
- The Children and Disabilities Service including Hearing Impaired, Language impaired, Visually Impaired, the ASD Pathway, the ADHD Pathway
- Counselling
- Behaviour Service
- Traveller Service
- English as an Additional Language Service
- Child and Adolescent Mental Health
- School Nurse, Community Paediatrician

As part of the referral, the agencies value parents and pupil's views and you may be asked to a meeting with these people.

### **How are parents involved in the school? How can I be involved?**

- Parents are the first educators of their child and school staff value and recognise this very important role. There are many ways parents may support and be involved in the life of the school. Here are some examples;
- Attending parent - teacher meetings
- Attending termly SEN review meetings for you child.
- Keeping us informed of any appointments with medical practitioners so we may make adaptations to provision accordingly.
- Keeping school informed about changes in family circumstances.
- Communicating regularly with the SENCO to support the provision for your children.
- Volunteering in the classroom eg supporting reading, engaging children in play etc
- School trips
- Supporting your child with homework
- Reading with your child.

- Attending training that school provides.
- Attending assemblies, sports days, church, concerts
- Attending curriculum meetings
- Parents are regularly encouraged to give feedback to teachers and senior leaders about their children and events held in school. This information helps school to plan for the future and to ensure that needs are met appropriately.

### **How will equipment and facilities to support children with special educational needs be secured?**

The school uses the Graduated approach to send, see link below;  
<https://www.wigan.gov.uk/Business/Professionals/SEND/HEFA/Chap-4.aspx>

This approach requires the school to cater for the needs of the child through a variety of support strategies, including small group and 1:1 interventions, teaching resources, sourcing outside specialists for observation and assessment etc. However, if it is felt that a child has 'exceptional needs' then the EHCP pathway will be discussed with parents/ carers.

<https://www.wigan.gov.uk/Business/Professionals/SEND/Education-health-and-care-plans.aspx>

### **How will the child with special educational needs be involved/ consulted about their education?**

The voice of the child is at the core of the development of any plan to support their education and enable their access to the curriculum. Children's opinions, thought and feelings are regularly sought through;

- informal classroom conversations with class teachers and teaching assistants, these are recorded through CPOMs to create a picture of the child as a whole.
- pupils voice questionnaires
- more formal approaches used by the learning mentor and SENCO, such as Talking Mats, Boxall profile, Strengths and difficulties questionnaire, three houses.

### **What are the contact details for support services available to parents of pupils with special educational needs?**

The inclusion team will actively play a supportive role in advocating for parental voice and will look to work collaboratively when seeking support for children in our setting should parents wish to seek additional support information and contact details that parents and families may need can be found in Wigan's Local Offer, see link below;

<https://www.wigan.gov.uk/Resident/Education/Special-Educational-Needs-and-Disability/Local-Offer/index.aspx>

**How will the school prepare and support my child to join the school or to transfer to a new school or High School or to transfer to a new class?**

- School encourages parents and children to visit the school to meet their new teacher prior to joining. There are New Intake nights for Reception classes where key information is shared about the school, its routines and arrangements for visits.
- Parents are encouraged to speak to staff about any concerns at these meetings and at the Home Visits which are arranged prior to a child starting. Staff also visit a child's Early Years setting to discuss the child's development and progress.
- If a child already has a diagnosis of special needs or requires additional support to access school inclusively, the SENCO will also visit home and school to ensure adequate provision is in place prior to school entry.
- If a child starts mid-year, a member of the Leadership team will show the parents and child round the school and answer any queries. If SEND has already been established prior to starting school, a meeting between school, parents and any agencies involved will be arranged so that your child's needs are met from day one.
- Transition between classes is facilitated by visits to the next classroom and teacher in the weeks leading up to the summer break. This is particularly important for children who are on the Autistic spectrum or who suffer from other anxiety related conditions.
- Similarly, arrangements with the High School or other receiving school are made in advance of transition, to allow children with SEND or other vulnerable children to visit the school and meet key staff. An important element of transition at any stage is the quality of communication between schools or classes regarding each child's individual needs; we ensure that these conversations are facilitated.

### **How accessible is the school environment?**

- Any specific physical requirements will be assessed individually, and equipment will be provided to meet those needs with the help of Local Authority SEND services. Highfield St Matthews is single story and has full disabled access, including three disabled toilets.
- Further details are with our accessibility policy using the below link:

<http://www.highfieldsaintmatthews.wigan.sch.uk/school-information/policies>

### **Response to complaints**

Parents or children who are dissatisfied with any aspect of the special needs support offered should make their complaints:

- In the first instance to the Class Teacher
- Referred to the SENDCO
- Referred to the Head of School
- If a parent is still unhappy, she/he can put her/his complaint in writing to the Chairperson of the Governing Board and follow the complaints procedure as indicated in the 'Complaints Policy'
- Further appeal can be made to the L.A. by contacting The Parent Partnership Office
- If parents have any complaints about bullying due to their child having SEND please follow the above complaints procedure

### **Who can I contact for further information?**

- Mrs Alison Barron -Executive Headteacher
- Mrs Rebecca Holland -Deputy Headteacher and Inclusion Leader.

01942 747818

**Review Date September 2024**

### **Wigan Local Authority**

- <http://www.wigan.gov.uk/>
- <http://www.highfieldsaintmatthews.wigan.sch.uk/school-information/policies>  
(Local Offer)

**Websites which may be useful - explaining legislation**

<https://www.gov.uk/government/news/landmark-children-and-families-act-2014-gains-royal-assent>

<http://www.cafamily.org.uk/get-involved/campaigning/children-and-families-bill/>

<http://www.preparingforadulthood.org.uk/resources/pfa-resources/factsheet-the-children-and-families-act-and-the-care-act>

[http://www.nspcc.org.uk/Inform/research/briefings/children-families-act-2014\\_wda102643.html](http://www.nspcc.org.uk/Inform/research/briefings/children-families-act-2014_wda102643.html)

<http://www.wigan.gov.uk/Business/Professionals/SEND/High-Expectations-for-All.aspx>

<https://www.gov.uk/government/publications/send-guide-for-parents-and-carers>

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>