

# Golborne St. Thomas' C of E Junior & Infant School

## SEN Information Report

This report is designed to be a practical guide for parents/guardians, however if you feel you would like more information on any of our SEN policies and procedures please contact the school office on 01942 728153.

All schools, except special schools established in hospitals, must publish an SEN information report on their website. This meets the legislative requirements for SEN information reports, which are set out in [schedule 1 of the Special Educational Needs and Disabilities \(SEND\) Regulations 2014](#) and [paragraphs 6.79-6.81 of the SEND Code of Practice](#).

### 1. What types of SEN do we provide for?

As a mainstream school we provide for all types of SEN where we have been chosen as the most appropriate setting for the child. Each child is cared for with their individual needs at the heart of what we do.

Our Admissions policy details the criteria for applying for St. Thomas'. Children with SEND may be eligible for criteria 1 if they have an EHCP which names the school.

It is primarily the decision of the parents/guardians to determine the appropriate setting. In some cases of more severe SEN it may be in the best interests of the child to look at specialist settings.

We provide for:

**Communication and interaction**

**Cognition and learning**

**Social, emotional and mental health difficulties**

**Sensory and/or physical needs**

### 2. How do we identify and assess pupils with SEN?

Identification of SEND can come from a range of people and places.

Parents may make us aware of these before their child starts school, or at anytime during their education.

Any staff who work with children may be the ones to first observe SEN in the school setting, or the progress and attainment data could indicate a child may be struggling with an area of learning.

Class teachers would always discuss any concerns with parents/guardians first in order to keep them fully informed. School SENCO (Special Educational Needs Coordinator) would also be informed.

The steps that follow this would entirely depend on the needs of the individual. The following are some of the possible routes we would take:

- SENCO can advise class teachers on adapting planning and provision for the child.

- Intervention or a nurture group could be put in place if appropriate.
- After a discussion with parents/guardians a child can be referred to an external agency for assessment.
- External Agencies include but are not limited to:
  - Educational Psychologist
  - Speech and Language Therapist
  - Target Educational Support Service (TESS)
  - Occupational Therapy

Assessment data is tracked every half term. As part of this, SEND data is looked at in more detail. The SENCO will identify any children with SEND who are not making at least good progress from their starting points. Using this information, provision can be adapted when needed.

### 3. Who is our special educational needs coordinator (SENCO) and how can he/she be contacted?

Ms Nylan is the school SENDCo. To contact them please phone the school office. Often your enquiry can be resolved quicker if our office staff have a rough idea what you would like to discuss.

If this is confidential you may like to indicate if a phone call or meeting is needed, our office staff can book meetings for you.

### 4. What is our approach to teaching pupils with SEN?

As a school, we pride ourselves on Quality First Teaching. This means that we observe areas of learning that children may struggle with and adapt the provision in the classroom to reduce this difficulty.

We also complete Pupil Profiles for each child who has an identified need. These contain targets written with parents and children. They are useful to inform all staff who work with children what targets and strategies they need to use. They also build up a picture of each child which follows them through school.

Where children have been assessed by an external agency, we implement the most appropriate recommendations and monitor these. This always works on a cycle of Plan, Do, Review.

e.g. Recommendations are planned, put into place and after a term the impact is positive. These strategies can continue.

OR

Recommendations are planned, put into place and throughout the term there is no impact. These strategies are reviewed and changed for the cycle to begin again.

Sometimes a child may be referred to a different external professional.

### 5. How do we adapt the curriculum and learning environment?

Any adaptations made are always done as a response to the needs of individual children. There are endless possibilities.

The following examples are ways in which the curriculum and learning environment can be adapted:

- Adapting physical resources, e.g. larger print, different colour overlays.
- Room layout
- Seating plans changed
- Use of different colour pens on the main board.
- Visual timetables
- Use of timers or visual cues
- Differentiation of work
- Physical resources to aid learning, e.g. blocks, numicon, writing frames etc.
- Sensory resources
- Workstations
- Behaviour reward charts
- Intervention groups
- Nurture groups
- Lunchtime groups

#### **6. How do we enable pupils with SEN to engage in activities with other pupils who do not have SEN?**

Social and emotional development is equally as important as academic learning. At St. Thomas' we offer extra areas of support for children who are struggling with their peers.

We run Social skills groups in 'The Hive'. The skills children learn here are transferred into the classroom and on the playground.

We have structured play at lunchtimes where all children are taught a range of games to play together.

In the classroom the children are mixed ability and are often swapped and changed depending on the task they need to complete. Our children work in teams, in small groups, in pairs and independently.

Where possible children with SEN will be carefully matched with children they feel comfortable with.

All of our children are included in all subjects, clubs and visits.

#### **7. How do we consult parents of pupils with SEN and involve them in their child's education?**

Parents/guardians are vital to the education of their child. You will be involved in the provision for your child from the very start. The Pupil Passports inform you of the targets for your child, as well as how they are performing in each subject.

Parental permission is necessary for most referral forms and these agencies will also ask for your input.

When reaching the stage of EHC Plans, parents are part of the process for applying and writing the plan. Parents are then invited to annual review meetings to determine if the current plan remains appropriate.

In addition, it is important to remember that class teachers are often available at the end of each day and are happy to discuss your child or any concerns you may have.

#### **8. How do we consult pupils with SEN and involve them in their education?**

All children are consulted on the education they receive. We often understand how children learn best by asking them in a way that is appropriate for their age and ability.

Children throughout school are given many options in their learning. Our wider Curriculum subjects are taught through child-led questions at the start of each topic. Homework is limited to online platforms children are used to in class, and a reading book focus.

When a child has SEN they are consulted about all of the provision in place for them. They understand their targets and how these will be achieved. Children understand that the strategies need to work for them and they will help to shape these by letting us know what is working and equally what is not.

The voice of the child is completed when external agencies are involved. This helps the child to communicate their needs. Children always understand why they are being assessed, but we feel it is important that no pressure is put on the children, as a result this is phrased in an appropriate way for the individual.

#### **9. How do we assess and review pupils' progress towards their outcomes?**

Each term, Pupil Passport targets are reviewed with each child, parents and any staff working with that individual. These will be re-written with the agreement of all involved.

Members of the leadership team will review data from assessments with class teachers to check all children are making good progress in all areas of learning. If there are any concerns with this progress we will work with the class teacher to adapt provision where necessary.

Progress and evaluation is reported to the Governor with responsibility for SEN.  
An SEN Information Report is posted on our school website.

#### **10. How do we support pupils moving between different phases of education?**

We have a very good transition process in place for all ages.

Children starting school are part of inspire sessions offered to all children. This allows them to come into the Reception classroom and meet their peers and the staff who will be working with them. We offer individual meetings to all families to discuss their child and find out about their development. The class teacher attends transition meetings with Nursery to learn more about each child, and will visit the children in their nursery setting. Any children with SEN that are known to the Local Authority are discussed at a further transition meeting with the class teacher.

Within school we have transition days at the end of each academic year. The children have the opportunity to visit their new classroom and begin some lessons with their new teacher. Children who need extra support with this transition are given transition booklets detailing the changes that will happen. This also contains photos for the child to look at with parents at home. It can also be arranged for the children to complete extra visits to their new classroom if necessary.

Year 6 children who are transitioning to high school are part of visits to the high school they will be attending. A teacher from the high school completes a meeting with our Year 6 teacher to find out key information, including friendship groups etc.

Once again, it may be appropriate for extra visits to take place for key children.

Most of the children from St. Thomas' go to Golborne High School. The children benefit from a strong relationship we have with the high school. Children from year groups 2-6 regularly attend sessions at the high school in various subjects and are used to going to the school long before Year 6.

Children with an EHC Plan have a separate transition review, which can include other professionals where needed. Parents are asked to attend this meeting and give their input on how this will be handled.

#### **11. How do we support pupils with SEN to improve their emotional and social development?**

In addition to the individualized support detailed above, children are also supported in their emotional and social development by:

- An anti-bullying policy informing all practice
- A Safeguarding team that provides programmes such as nurture groups, anger management, self esteem building
- Targeted support for individual pupils
- School Council
- Pupil Voice

Wellbeing is a vital part of our whole school vision. During the academic year 2019-20 we were awarded the Wellbeing Award for Schools. This involved updating and introducing a range of things that are positively impacting children, families and staff.

#### **12. What expertise and training do our staff have to support pupils with SEN?**

Continual staff training to meet the current and changing needs of the children.

In school we have:

- An experienced SENCO
- A Nurture Team with experience, training and qualifications in Nurture, Social skills, pastoral, trauma, bereavement etc.
- Highly experienced Teaching staff, including Teaching Assistants who mediate learning.
- Specialist support gained from external agencies.

Some of the recent CPD includes, but is not limited to:

- Mental health lead training
- Mental Health Awareness (all staff)
- CBT Diploma (12 staff)
- First Aid (all staff)
- Team Teach Positive Handling (all staff)
- Quality First Teaching (all staff)
- Wellbeing INSET (all staff)
- Wellbeing Award for Schools CPD

### **13. How will we secure specialist expertise?**

If further training is needed, as a school we will seek the most appropriate provider to deliver this to relevant staff members.

### **14. How will we secure equipment and facilities to support pupils with SEN?**

The school has an allocated budget per pupil that is spent on the education of all pupils. This covers staff and resources. Should any further equipment and resources be needed to meet a specific SEN this can be covered by school.

When the amount spent on a single pupil exceeds £6,000 it may be possible to apply for further funds from the Local Authority (LA). Usually this takes the form of an EHC Plan.

### **15. How do we involve other organisations in meeting the needs of pupils with SEN and supporting their families?**

External organisations are involved when a child is referred for any reason. This is usually confined to the initial meeting with parents, assessment of the child and feedback to school. However, the same professionals may return for further consultation, or to be part of review meetings where appropriate. This mainly happens with EHC Plans.

Sometimes a family can be supported for a wide range of reasons by external agencies. On occasions like this we may be able to open an Early Help. This means that an assessment is completed by talking to the family at a meeting. Following this, targets are set to support the family in the area of need. Support is offered/referred to the most appropriate agency to meet the needs of the family/child. Any professional involved is then invited to attend the Early Help review meeting after 6 weeks to determine next steps.

At St. Thomas' we take the safeguarding of our children very seriously. It is our duty to report to Social Care anything that could be seen to put a child at risk. We remain committed to supporting parents and families. Any help, advice or extra provision we can provide will always be offered. We then work alongside families and Social Workers to improve the situation until the case is closed.

### **16. How do we evaluate the effectiveness of our SEN provision?**

Impact tracking is completed at least termly and adaptations to provision made.  
Further tracking of additional support recommended by external professionals is also completed termly.  
Whole school monitoring of SEND provision is completed by the Senior Leadership Team.  
Progress and evaluation is reported to the Governor with responsibility for SEN.  
An SEN Information Report is posted on our school website.

#### 17. How do we handle complaints from parents of children with SEN about provision made at the school?

Golborne St. Thomas' C of E School's Complaints policy is available on request and can also be downloaded on the school's website.

You can also contact Embrace, a charity who work with Wigan SEND Team. They will be able to provide someone to attend school with you to discuss the progress of your child. They can be contacted on 01942 233323.

#### 18. Who can young people and parents contact if they have concerns?

If you have concerns about your child you should talk to your child's class teacher first.  
You may wish to request a meeting with the SENCO (Ms Nylan).  
Following this you would need to talk to the Headteacher (Mrs Woods).

Please contact the school office on 01942 728153.

In the unlikely event that we cannot resolve the issues you can contact the SEND team at Wigan Council.

#### 19. What support services are available to parents?

Wigan Council SEND Information, Advice and Support service can be contacted on 01942 486131 or 01942 364441, Monday to Friday 9am – 5pm.

#### 20. Where can the LA's local offer be found?

**Full details can be found at**

**<https://www.wigan.gov.uk/Resident/Education/Special-Educational-Needs-and-Disability/Special-Educational-Needs-and-Disabilities.aspx>**

You can also click on the link located on our SEND webpage.