



**NEWLAND
ST JOHN'S**
C OF E ACADEMY

Special Educational Needs Information Pack

September 2016

Definition of Special Educational Needs (SEN)

“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 school or mainstream post-16 institutions.”

SEN Code of Practice 2014

Definition of Disability

‘A physical or mental impairment which has a substantial and long-term effect on the ability to carry out normal day to day activities’

Equality Act of 2010

The purpose of this document is to ensure that all stakeholders, including parents, teaching staff and governors understand and use a consistent approach in implementing support for young people with special educational needs.

1. Special Educational Needs for Which Provision is Made

Newland St John’s CE Primary Academy currently supports children who have a range of special educational needs (SEN). The Code of Practice 2014 describes four broad areas of SEN

- Communication and Interaction, including speech, language and communication needs (SLCN) and Autism Spectrum Disorder (ASD).
- Cognition and Learning, including severe learning difficulties (SLD), profound and multiple learning difficulties (PMLD), Specific Learning difficulties (SpLD), including Dyslexia.
- Social, mental and emotional health, including attention deficit disorder (ADD), attention deficit hyperactivity disorder (ADHD), as well as other issues that are rooted in mental health.
- Sensory and/or physical needs, including a range of physical difficulties (PD) as well as hearing impairment (HI), Visual impairment (VI) and multi-sensory impairment (MSI).

The school has direct experience of supporting children with all of the above.

2. Identification and assessment of pupils with SEN.

Identification and assessment of pupils with SEN will be through:

- any assessment made on entry to the school, or during the school year on a whole school basis. This may include reading tests, standardisation testing or EYFS profile assessments in primary schools.
- any targeted assessment done on pupils with suspected special educational needs on entry to the school.
- details of any referral process whereby teachers are encouraged to raise concerns with the SENCo regarding the performance of pupils who they suspect of having special educational needs.
- pupils who do not make adequate progress through the graduated approach may be further assessed by external agencies, such as the Educational Psychologist, IPASS, SENSS and Speech and Language Therapy Services.

3. Policies for making provision for Pupils with SEN

The policies outlined in this section apply to all pupils with SEN, whether or not they have Education, Health and Care Plans (EHC's)

- The school closely monitors the progress of all pupils, including those with special educational needs. The effectiveness of the provision for these pupils is evaluated by ensuring that they make adequate progress. Progress is reviewed half termly by class teachers and Senior Leadership team and new targets set.
- Pupils who are receiving support that is additional to or different from their peers, due to special educational needs, will be assessed on a termly basis in all their subjects in line with the whole school policy in termly assessments of progress. In addition, these pupils may be assessed in more specific terms using more detailed testing, to evaluate their level of progress in their specific area(s) of difficulty.
- The approach to teaching pupils with special educational needs varies, dependant upon the need of the particular child. Some of the interventions that are used at Newland St John's CE Primary Academy are:
 - (i) In class support, where a teaching assistant may support one or more children to understand the content of the lesson.
 - (ii) Small group withdrawal, where a member of staff may deliver a short term literacy, numeracy or other intervention to a small group of pupils.
 - (iii) One to one withdrawal, where there may be targeted support in their area of need.
 - (iv) Interventions used are ARROW, Numbershark, Wordshark, Read Write Inc. ditties
 - (v) Work on interventions provide by external agencies such as Speech and Language or Physiotherapy

- Support is provided for pupils requiring emotional and social development in the form of social skills groups, a pastoral system that operates for all pupils in the school including those with special educational needs.
- A variety of inclusive sports activities are held throughout the school year and are inclusive to all pupils. Pupils also take part in regular extra-curricular activities for example choir and school productions.

4. Contact details of the SEN Co-Ordinator

SENCo Name: Ms Lyn Frankton

Contact Telephone Number: 01482 305740

Email: admin@nsj.hull.sch.uk

SEND Governor:

5. Expertise and Facilities to support children and young people with Special Educational Needs.

At Newland St John's CE Primary Academy we have an ongoing programme of training for staff. These include:

- Speech and language training.
- Phonics / Reading support training.
- ASD Support
- Safeguarding Level 1 training.
- Maths training.
- CPD training based on specific children's needs e.g. medical training, lifting and handling.
- Dyslexia Training.
- Behaviour strategy training.
- Literacy strategies

Staff will seek training from outside support agencies when necessary including outreach and transitional support (see Hull City Council local offer for list of external agencies)

Staff will also attend training courses provided by the local authority and staff led inset.

6. Equipment and facilities to support children and young people with special Educational Needs.

All needs for equipment and facilities will be assessed for each pupil individually, dependent upon the nature of the need. Funding may be provided by the school or requested from other appropriate agencies.

These may include IPASS, who can provide specialist equipment for physical, visual and hearing needs.

Newland St John's CE Academy has a vast supply of resources that are stored centrally that are available to all children in the school. Equipment includes:

- Black out tent and sensory equipment
- Communication resources
- SEN laptops
- Speech and language resources
- Games
- Physiotherapy equipment such as bouncy ball.

7. Arrangements for consulting parents of children with special educational needs about the education of their child.

Parents/carers are involved at each stage of the 'assess, plan, do and review' process. Parents/carers are invited to discuss with the SENCO (and/or class teacher) the needs of their child in the first instance. This allows for parents to share knowledge about their child and engage in a positive discussion from which there will be agreed actions relating to how the child's needs can be met. Therefore parents/carers have an active role in the planning and decision making regarding their child's provision. Subsequent to this, parents/carers will be kept informed of progress and outcomes as a result of the aforementioned actions in a number of ways:-

- (a) Liaison with the class teacher informally.
- (b) Parents evenings when advice and support in helping their child at home can be given.
- (c) Formal review of their child's progress with the SENCO (and/or class teacher).

During these meetings/discussions, a person centred approach allows for professionals and parents/carers to contribute towards reviewing the effectiveness of provision in place for the child. Following this, decisions can be made regarding next steps.

8. Arrangements for consulting young people with Special Educational needs about their education.

- (a) The child is involved (as is appropriate dependant on age of child) at every stage of the 'assess, plan, do, review' process:-
 - (i) At the initial assessing and planning stage, in order to support a 'person centred approach', the child's wishes and aspirations are taken into consideration, along with the outcomes they seek and the support they need to achieve them. These discussions

- enable individuals to feel that they have more control over decisions about their support.
- (ii) Where the child may be unable to verbally communicate or provide a written input, observations of the child may be made in order to gather information regarding their likes, interests, dislikes and difficulties by the educational psychologist and or SENCO. Photographs may be used to support these observations.
 - (iii) The thoughts and opinions of parents/carers, and those who know them best, may also be sought.
 - (iv) Any documentation used as part of the agreed provision will have a 'child friendly' section which is shared with the child so that they are able to understand all aspects of their support.
 - (v) All information is transferred to a 'Pupil Passport' so the young person can take ownership of their learning regardless of ability.
- (b) The child is able to discuss any aspect of their provision in a number of ways :-
- (i) Informally with their class teacher on a regular basis.
 - (ii) Having an informal chat with the SENCo.
 - (iii) Contributing to their Pupil Passport.
 - (iv) Where appropriate, the child will attend a more formal meeting to review their progress and provision i.e: Annual review meeting.
 - (v) A child may contribute to this meeting either by attending in person or by providing written input.

During their discussions/meetings a 'person centred approach' allows for professionals and parents/carers and the child opportunity to contribute towards reviewing the effectiveness of provision. Following this, decisions can be made regarding next steps.

9. Arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with special educational needs concerning provision made at the school.

Complaints about SEN provision within school are first dealt with by the SENCO during arranged meetings.

Where a satisfactory conclusion cannot be reached, the parent can then make an appointment to see the Head Teacher during which further information can be exchanged and procedures altered as appropriate. A copy of the school complaints procedure can be obtained from the school office

The school participates fully in receiving requests for information for tribunals or assisting parents in formulating appeals etc.

10. How the governing body involves other bodies in meeting the needs of pupils with special educational needs.

Where a school has concerns that a child may require additional or external support to meet their special educational needs, then a request can be made to the local authority service provider and / or other professional support service, or voluntary organisation. These may include:

- Educational Psychologists
- Speech and Language Support Agency
- ASD Team
- National Autism Society
- IPaSS – Integrated Physical and Sensory Service(Visual/Hearing/Physical)
- Social Care Team
- Children’s Centres
- CAHMS for Mental Health Needs
- Rowan Centre – Home Education Support
- Echoes
- Kids – Parent Partnership
- School Nursing Team
- Whitehouse Unit
- Cruze / Dove House Bereavement Support Team
- Sibling Support Services – Barnardo’s
- Traveller Education Team
- Northcott Outreach Service
- Police

Links to all of these can be found in the Hull Authority Local offer. Advice may be sought from one or several service providers, when considering the initiation of a statutory assessment. Details of this may be found in the DfE SEN Code of Practice 2014.

A Statutory Assessment is only usually required or conducted for children with complex or severe learning needs. This may include needs in:

- Cognition and Learning
- Communication and Interaction
- Sensory and/or Physical.

Throughout this process the local authority has a duty to request the opinions of parents, the school and other involved professionals.

Following a Statutory Assessment, the local authority will make a decision whether an Education Health and Care Plan is considered appropriate for the child.

11. The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with clause 32 of the SEN Code of Practise.

All contact details are detailed in the links provided in the Hull Authority Local Offer.

<https://www.connecttosupport.org/s4s/WhereILive/Council?pageId=322&lockLA=True>

or search for 'Hull Local offer SEN'

12. Arrangements for supporting pupils with special educational needs in transferring between phases of education or in preparing for adulthood and independent living.

All children with special educational needs will require support and planning when they transfer between key stages from 0-25.

For example:

Preschool -> Nursery -> Foundation -> KS1 -> KS2 -> KS3 -> KS4 -> KS5
-> Higher Education/College -> Independent Living.

Where a child has a Statement of Special Educational Need or an Education Health Care Plan, a preference for educational setting should be made during the Annual Review process the year prior to the transition. This enables the local authority to consult and request placements at the preferred school. A request for a special school placement should be made early in Year 5 to determine that suitable provision can be considered. It is useful at this stage for the parent to visit some appropriate schools at the next key stage to help an informed choice to be made. The SEN Team will administer the process following any request by the parent.

Transition packages need to be planned carefully for children with special educational needs and many education providers now offer additional visit time, summer schools and / or transition meetings to support all new pupils. Other consideration could also be given to the use of social stories, transition activities/ programmes and /or communication passports. All of these can help to support children and prevent vulnerability during their transition. Early admittance policies are also being used by some secondary providers to help children to settle earlier into new routines. Parents and young people will be consulted throughout the transition period to make things run as smoothly as possible.

At Newland St Johns' CE Academy we ensure that all relevant paper work is transferred to the ongoing setting and meetings held between both SENCo's. When a child is joining Newland St John's CE Academy with an EHCP or Statement the SENCo will liaise with the previous setting and visit the child in said setting.

All children with a Statement of Special Educational Need / Education Health Care Plan, must have their secondary transfer placement confirmed in the Spring term

Dependent upon the school's setting, they may wish to elaborate on the specific arrangements that they have in place to support pupils with SEN through the transitions they are involved with.

13. Information on where the local authority's offer is published.

This section will simply be a link to the local authority website where their local offer is published.

<https://www.connecttosupport.org/s4s/WhereILive/Council?pageId=322&lockLA=True>

September 2016