SEN Information Report

St Pius X RC Primary School

Publication Scheme:	Autumn 2024
Last Review Date:	Autumn 2026
Next review Date due by:	Autumn 2027

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Purpose

The aim of this information report is to explain how we implement our SEND policy. We want to show you how SEND support works in our school. If you want to know more about our arrangements for SEND, please read the NPCAT SEND policy. You can find it on our website in the Policies section.

Note: If there are any terms we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

1. What types of SEN does the school provide for?

Our school provides for pupils within four categories of needs:

Area of need	Includes:
Communication and interaction	Autism spectrum disorder (ASD)
	Speech and language difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
	Severe learning difficulties
Social, emotional and mental health	Attention deficit hyperactivity disorder (ADHD)

	Attention deficit disorder (ADD)
Sensory and/or physical	Hearing and/or visual impairments
	Multi-sensory impairment
	Physical impairment

2. Which staff will support my child, and what training have they had?

SENDCo

Our special educational needs co-ordinator is Mrs Rowling
She has a National Award in Special Educational Needs Coordinator Qualification at NPQ level.
She is allocated time every week to manage SEN provision.

Class teachers

All of our teachers receive in-house SEN training, and are supported by the SENDCo to meet the needs of pupils who have SEN.

Training has included: Writing SSPs, scaffolds, trauma informed practice.

Teaching assistants (TAs)

We have a team of TAs, including one higher-level teaching assistant (HLTAs) who is trained to deliver SEN provision.

Training has included: Safeguarding and prevent training, CPOM training, NPCAT Teaching Model, Little Wandles Phonics and rapid Catch up Interventions, First aid.

External agencies and experts

Sometimes we need extra help to offer our pupils the support that they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families. These include:

- Speech and language therapists
- Educational psychologists
- Occupational therapists
- GPs or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Inside out
- Neurodevelopment team
- Inclusion and Outreach (Middlesbrough LA)
- Social services and other LA-provided support services
- Voluntary sector organisations

3. What should I do if I think my child has SEN?

Tell us about your concerns	We will invite you to a meeting to discuss them.	We will decide whether your child needs to be placed on the SEN register.
If you think your child might have SEN, the first person you should tell is your child's teacher. Explain how parents/carers can get in touch with school here. They will pass the message on to our SENDCo,Mrs Rowling, who will be in touch to discuss your concerns. You can also contact the SENDCo directly via the school office or send@stpiusx.npcat.org.uk.	We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are. Together we will decide what outcomes to seek for your child and agree on next steps. We will make a note of what's been discussed and add this to your child's record. You will also be given a copy of this.	If we decide that your child needs SEN support, we will formally notify you in writing and your child will be added to the school's SEND register.

4. How will the school know if my child needs SEN support?

At St Pius x Primary School we believe that every teacher is a teacher of SEND. All our class teachers are aware of SEN and are on the lookout for any pupils who aren't making the expected level of progress in their schoolwork or socially.

If the teacher notices that a pupil is falling behind, they try to find out if the pupil has any gaps in their learning. Pupils who don't have SEN usually make progress quickly once the gap in their learning has been filled. We will use the NPCAT High Quality Teaching toolkit to inform any possible strategies.

If the pupil is still struggling to make the expected progress, the teacher will talk to the SENDCo, and will contact you to discuss the possibility that your child has SEN.

The SENDCo will work with the class teacher to see what their strengths and difficulties are. They will have discussions with your child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.

The SENDCo will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.

Based on all of this information, the SENDCo will decide whether your child needs SEN support. You will be told the outcome of the decision in writing.

If your child does need SEN support, their name will be added to the school's SEN register, and a SEND support plan will be created for them by school with parent input.

5. How will the school measure my child's progress?

We will follow the 'graduated approach' to meeting your child's SEN needs. The graduated approach is a 4-part cycle of assess, plan, do, review.

As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

6. How will I be involved in decisions made about my child's education?

We will provide annual reports on your child's progress. Your child's class teacher will give you the opportunity to meet three times a year to:

- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

The SENDCo may also attend these meetings to provide extra support.

We know that you're the expert when it comes to your child's needs and aspirations. So we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child. We also want to hear from you as much as possible so that we can build a better picture of how the SEN support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible. After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and a copy will be sent home at the end of the academic year.

If you have concerns that arise between these meetings, please contact your child's class teacher.

7. How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age, and level of competence. We recognise that every child is unique, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcome
- Discuss their views with a member of staff who can act as a representative during the meeting

8. How will the school adapt its teaching for my child?

Your child's teacher/s is/are responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will use adaptive teaching to suit the way the pupil works best. There is no '1 size fits all' approach to adapting the curriculum, we work on a case-by-case basis to make sure the adaptations we make are meaningful to your child.

These adaptations include:

- Explicit instruction
- Cognitive and meta cognitive strategies
- Scaffolding
- Flexible Grouping
- Use of technology
- Use of additional adult support when required.

We may also provide the following interventions:

- Little Wandle Rapid catch up - Phonics and reading
- Toe by Toe
- Beat Dyslexia
- Maths sessions
- Gems
- Elsa
- Rainbows

9. How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their goals each term
- Reviewing the impact of interventions
- Using pupil questionnaires
- Monitoring by the SENDCO
- Holding an annual review (if they have an education, health and care (EHC) plan)

10. How will the school resources be secured for my child?

The school budget that is received from the Local Authority includes money for supporting pupils with SEN. The Headteacher and School Business Manager then decide on the budget for SEN in consultation with school governors and based on the needs of pupils in the school. The school may receive an additional amount of 'top-up' high needs funding for pupils with higher level needs.

We use our SEN funding in the most appropriate way to support your child. This support may include some individual or small group support, for example, small intervention groups. Funding may also be used to pay for support from outside services or to purchase specialist teaching equipment and resources as needed, which may include additional staff. There are regular meetings to monitor the impact of interventions and SEN provision.

11. How will the school make sure my child is included in activities alongside pupils who don't have SEND?

All of our extra-curricular activities and school visits are available to all our pupils, including our before and after-school clubs. No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure that they can be included.

12. How does the school make sure the admissions process is fair for pupils with SEN or a disability?

Our admission arrangements for pupils with SEND are the same as for every child in school. However, if special provision needs to be made (for example due to a physical or medical need) then a meeting with parents (and specialist services if appropriate) will be sought in the first instance to ensure that school is fully prepared to meet the child's needs. If a child with an Education Health Care Plan (EHCP) is transferring to us, then we will seek advice from other professionals and consult with the Local Authority SEND Team to ensure our school can fully meet their needs.

13. How does the school support pupils with disabilities?

As outlined in the SEND Code of Practice, 2014;

All children and young people are entitled to an education that enables them to make progress so that they:

- Achieve their best.
- Become confident individuals living fulfilling lives.

Our school vision demonstrates our commitment to helping our pupils achieve their fullest potential. St Pius X encourages all pupils to engage in as many experiences as possible and our disabled pupils are no exception.

All pupils are encouraged to take part in sports day, school performances and weekly collective worships, school trips, workshops etc. No child is ever excluded or discouraged from taking part in these activities because of a disability or SEND need.

St Pius X School:

- sets suitable learning challenges;
- responds to pupils' diverse needs;
- overcomes potential barriers to learning and assessment for individuals and groups of pupils;
- aims to identify and remove barriers to disabled pupils in every area of school life.

Supporting students with medical conditions

Not all children with disabilities have SEN, many pupils will learn alongside their peers with little need for extra resources beyond that of a hearing aid, equipment to aid vision or a wheelchair.

Teachers must however adapt their planning to ensure that these pupils are enabled to participate as fully as possible within the curriculum and assessment arrangements.

Facilities in school currently include fully fitted disabled toilet and changing room as well as disabled parking spaces.

English as an additional language (EAL)

Children with limited English do not necessarily have SEN. If a child is experiencing difficulties which appear to be more than language based, school will arrange for assessments to be carried out to establish whether or not they have barriers to learning or learning difficulties.

<u>Stepping Stones is a EYFS/KS1 SEND base which aims to</u>:

- Stepping Stones is a mainstream plus base provision which provides children with a safe, secure and happy place to meet their personalised needs.
- To provide an environment that enables children to explore their identity and develop their self-awareness, self-esteem and self-confidence and promotes independent learning behaviours.
- To enable children to develop emotional awareness, emotional understanding and the skills required for self-regulation.
- To provide opportunities for children to achieve and succeed, enabling them to hold a positive view of themselves and those around them.
- To develop executive functioning skills
- To enable children to develop positive relationships with their peers and adults.
- To create secure working relationships with staff, parents and children

*Please see our accessibility plan on our school website

14. How will the school support my child's mental health and emotional/ social development?

We provide support for pupils to progress in their emotional and social development in the following ways:

Weekly RSE Lessons
Following the school visions and Values
Building relationships with staff and peers
Peer mediators
Inside Out drop in sessions
Gems programme led in school
Inside Out - whole school approach/targeted class workshops and individual sessions
Headstarters

15. What support will be available for my child as they transition between classes or settings or in preparing for adulthood?

Between years

To help pupils with SEND be prepared for a new school year we:

- Ask both the current teacher and the next year's teacher to attend the final meeting of the year when the pupil's SEN is discussed.
- FS2 transition visits to school/lunch with your child
- Stay and Play sessions.
- New starter meetings.
- Meet the Teacher sessions
- Assigned buddies to support new starters.
- During transition week, support staff will accompany children as they move through school.
- Discussions between previous or receiving schools prior to the pupil joining/leaving.

Between schools

When your child is moving on from our school, we will ask you and your child what information you want us to share with the new setting.

- Secondary school staff visit the school to talk to pupils prior to them joining their school.

- Some children have extended secondary transition and are accompanied by a staff member to ensure a smooth transition into KS3.
- Our year six class teacher liaises with secondary SENDCos: passing over valuable information prior to transfer.
- If appropriate, a bespoke plan may be arranged between the two schools and involve a planning meeting with the parents.

Between phases

The SENDCo of the secondary school will come into our school for a meeting with our SENDCo. They will discuss the needs of all the children who are receiving SEN support.

16. What support is in place for looked-after and previously looked-after children with SEN?

Mrs Hurley (Assistant Headteacher) and Mrs Boyce (Designated Safeguarding Lead) will work with Mrs Rowling (SENDCo) to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

17. What should I do if I have a complaint about my child's SEN support?

If you feel unhappy with the provision your child is getting or have concerns, we encourage you to come into school and speak to our SENDCo, or our Head Teacher. A detailed copy of our complaints procedure is highlighted in our complaints policy found on our website. We would like to assure parents that we only want the best for our children with SEND and so if you do have any concerns/complaints please do come and speak to us ASAP.

Contact details:

01642 314453

 *send@stpiusx.npcat.org.uk or enquiries@stpiusx.npcat.org.uk*

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the SEN Code of Practice.

If you feel that our school discriminated against your child because of their SEND, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: https://www.gov.uk/complain-about-school/disability-discrimination

18. What support is available for me and my family?

If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at Middlesbrough's local offer. https://www.middlesbrough.gov.uk/schools-and-education/special-educational-needs/local-offer/

SENDIASS South Tees is a service for parents and carers of young people aged 0-25 with special educational needs and /or disabilities (SEND) as well as young people themselves. It is impartial, which means it is not biassed and gives confidential information, advice and support that is arms length to the Local Authority. https://barnardossendiass.org.uk/south-tees-sendiass/

Useful websites include:

Special Needs Jungle

Family Action

Glossary of terms

Access arrangements	Special arrangements to allow pupils with SEND to access assessments or exams.
Annual review	An annual meeting to review the provision in a pupil's EHC plan
Area of need	The 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.
CAMHS	Child and adolescent mental health services.
Differentiation	When teachers adapt how they teach in response to a pupil's needs.
EHC needs assessment	The needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.
EHC Plan	An education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.
First-tier tribunal/SEND tribunal	A court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND
Graduated approach	An approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil.
Intervention	A short-term, targeted approach to teaching a pupil with a specific outcome in mind.
Outcome	Target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment.
Local offer	Information provided by the local authority which explains what services and support are on offer for pupils with SEN in the local area.

Reasonable adjustments	Changes that the school must make to remove or reduce any disadvantages caused by a child's disability.
SENDCo	The special educational needs co-ordinator.
SEN(D)	Special educational needs (and disabilities).
SEND Code of Practice	The statutory guidance that schools must follow to support children with SEND.
SEN support	Special educational provision which meets the needs of pupils with SEN.
Transition	When a pupil moves between years, phases, schools or institutions or life stages.