

SEN Information

Local
Offer

The Children and Families Act 2014 requires schools to prepare an SEN Information Report to ensure that parents are fully informed about the provision the school is making for children and young people with Special Educational Needs and Disability (SEND). This SEN Information Report is the exemplification of the school's SEN Policy and is reviewed annually to ensure that it is meeting the broader requirements of the Children and Families Act 2014 and the related Code of Practice January 2015 and the Equality Act 2010.

This report has been written in line with the requirements of:-

- Children and Families Act 2014
- SEN Code of Practice 2014
 - SI 2014 1530 Special Educational Needs and Disability Regulations 2014
 - Part 3 Duties on Schools – Special Educational Needs Co-ordinators
 - Schedule 1 regulation 51– Information to be included in the SEN information report
 - Schedule 2 regulation 53 – Information to be published by a local authority in its local offer
- Equality Act 2010
- Schools Admissions Code, DfE 1 Feb 2012
- SI 2012 1124 The School Information (England) (Amendment) Regulations 2012
- SI 2013 758 The School Information (England) (Amendment) Regulations 2013

This report should be read in conjunction with the following school policies:

- Behaviour Policy
- Safeguarding Policy
- SEN Policy
- Complaints Policy
- Managing Medicines Policy
- Access plan
- Equalities Information

All available on the school website <http://www.stmargaretstorbay.org.uk/website>

Definition of 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 him or her.

A child of compulsory school age or a young person has a learning difficulty if he or she:

- (a) Has a significantly greater difficulty in learning than the majority of others of the same age; or
- (b) Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions. SEN Code of Practice (2014, p 4)

Definition of disability

Many children and young people who have SEN may also have a disability under the Equality Act 2010 – that is '...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'. This definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial' SEN Code of Practice (2014, p5)

| | |
|--|---|
| Person with overall responsibility for SEN within school / college / organisation: | Sara Pike |
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| Web address of SEN Policy: | http://st-margarets.eschools.co.uk/website |

Name of Education Provider: St Margaret's Academy

1. What special education provision is available at our setting?



What do we do here to meet your needs?

St Margaret's Academy believes the first approach to meeting a child's SEND is 'quality first teaching'. This means that all teaching and support staff believe in an inclusive environment whereby work is differentiated in order that each child has access to the curriculum. However, we can make provision for every kind of frequently occurring special educational need such as dyslexia, dyspraxia, speech and language needs, autism, Asperger's syndrome, learning difficulties and social, emotional and mental health needs. There are other kinds of special educational needs which occur less frequently, but we can access training and advice so these needs can be met.

Members of the teaching and support staff have the following specialist training and qualifications to support children with SEN:

- THRIVE
- Talk Boost
- Speech and language training
- National Award for SEN Coordination
- Team Teach
- BSL
- Teacher of the Deaf qualification
- Attachment awareness
- Autism awareness

Additional facilities and support at St Margaret's Academy include:

- Enhanced provision for hearing impaired children
- Support from audiology
- Assessment and support from the hearing impaired speech and language service
- Advice, assessment and support from Torbay educational psychology service
- Advice and support from Torbay SEN advisory teacher
- Assessment and support from speech and language therapy service
- Support from CAMHS including Deaf CAMHS
- Support from the school nurse
- Support from a family support worker
- Outreach support from services such as Barton Speech and Language unit; Chestnut Alternative Provision and Mayfield Special School

| Area of Need | No of pupils at SEN support | No of pupils with a statement or Education, Health and Care plan (EHCP) |
|--------------------------------|-----------------------------|---|
| Cognition and Learning | 21 | 2 |
| Communication and Interaction | 16 | 3 |
| Social Emotional Mental Health | 21 | |
| Physical | 6 | 1 |

The SENCO has day-to-day responsibility for the operation of SEN policy and coordination of specific provision made to support individual pupils with SEN, including those who have EHC plans. The SEN governor provides a link between the SENCO and the governing body.

2. What criteria must be satisfied before children and young people can access this provision/service?



What sort of needs would you have for us to be able to help you?

At St Margaret's Academy we follow the guidance as laid out in the Equalities Act 2010. All children are welcome regardless of any special educational needs. We discuss with parents how we will meet a child's special educational needs, working in partnership with other agencies. If there is a waiting list, we follow procedures as outlined in our admissions policy. Please see our admissions policy for further information.

<http://www.stmargaretstorbay.org.uk/website/admissions/248512>

3. How do we identify the particular special educational needs of a child or young person?



How do we work out what your needs are and how can we help?

At St Margaret's Academy we monitor the progress of all pupils at least termly to review their academic progress. We also use a range of assessments with all the pupils at various points eg Y1 phonics screening, spelling assessments, reading age etc. Where progress is not sufficient, even if special educational need has not been identified, we put in place extra support to enable the pupil to catch up. Examples of extra support are extra reading, small group support, in class TA support catch up sessions in the afternoon etc. We follow the graduated approach to assessment as outlined in the SEN code of practice – assess / plan / do / review.

Some pupils may still fail to make adequate progress, despite high-quality teaching targeted at their areas of weakness. For these pupils, and in consultation with parents, we will use a range assessment tools to determine the cause of the learning difficulty. At St Margaret's we are experienced in using the following assessment tools:

- British Picture Vocabulary Scale (cognitive ability)
- Dyslexia Portfolio (literacy difficulties)
- Vernon Spelling Assessment
- York test of Reading comprehension and Salford Sentence Reading Assessment (reading difficulties – comprehension and /or decoding difficulties)
- Sandwell Maths assessment (Numeracy difficulties)

We also have access to external advisors who carry out assessments for children experiencing difficulties.

The purpose of this more detailed assessment is to understand what additional resources and different approaches are required to enable the pupil to make better progress. These will be reviewed regularly, and refined / revised if necessary. At this point we will have identified that the pupil has a special educational need because the school is making special educational provision for the pupil which is additional and different to what is normally available.

If the pupil is able to make good progress using this additional and different resource (but would not be able to maintain this good progress without it) we will continue to identify the pupil as having a special educational need. If the pupil is able to maintain good progress without the additional and different resources he or she will not be identified with special educational needs. Parents will be notified of any change in identification of SEN.

4. How do we consult with parents and/or children and young people about their needs?



How do we find out about what you and your parents think you need help with?

Parents and children are warmly invited to look around St Margaret's when transferring from another setting.

Information about the child's needs is gathered from the previous setting and through discussion with parents. If the child is already supported by other professionals a transition meeting involving other professionals, relevant St Margaret's staff and parents is arranged to ensure continuity of care.

Information is shared with parents in many ways e.g. when staff and parents meet at the regular parent teacher meetings, through informal interactions at drop off or pick up and sometimes through a home/school link book if appropriate. Parents also receive regular written reports. Parents are encouraged to contact their child's teacher or the SENCO if they have any concerns about their child's special educational needs. If their child is to be referred to an external agency parents are consulted and are involved in this process. In addition, parents of pupils with a statement or EHCP are invited to contribute to the annual review which will, wherever possible, also include other agencies involved with the pupil.

5. What is our approach to teaching children and young people with special educational needs?



How will we teach you?

As a mainstream school St Margaret's Academy strongly believes in inclusion meaning pupils with special educational needs are taught alongside their peers. Through quality first teaching, staff differentiate and personalise the curriculum to meet the needs of the pupils in their class e.g. by adapting resources, varying the pace of teaching, breaking the lesson into achievable steps, using adult support and ICT. Some pupils may need a personalised approach such as a visual cues, individual work stations, personalised reward system and the school employs additional teaching approaches for some pupils such as precision teaching, use of ICT as advised by external professionals.

At St Margaret's the quality of the teaching was judged good in our last inspection (September 2017).

6. How can we adapt our curriculum for children and young people with special educational needs?



What sort of things will you learn here?

All children including those with additional needs are entitled to a broad and balanced curriculum and have access to the full range of National Curriculum subjects, extra-curricular clubs, out of school experiences and residential trips. We adapt activities if necessary in order that children with special educational needs have access to all experiences.

As part of our requirement to keep the appropriateness of our curriculum and learning environment under review, we have recently made the following improvements as part of the school's accessibility planning:

- Monitored and serviced the school soundfield system
- Created accessible information for parents on our website
- Improved site accessibility for wheelchair users
- Improved pavement access to the school
- Improved markings for visually impaired children and visitors
- Training for staff in attachment aware practices

This year we have identified that the following accessibility aspects of the school need to be improved:

- Access to a disabled toilet

7. How will we ensure we get the services, provision and equipment that children and young people need?



How will we make sure that you get all of the help that you need from different people?

The Senior Leadership Team (SLT) and SENCO work collaboratively with parents, class teachers and support staff to monitor provision. We also have the support of professionals throughout Torbay for expert guidance and specialist equipment. Where external advisors recommend the use of equipment or facilities that the school does not have, we will purchase it using notional SEN funding or seek it by loan. There may be rare occasions when we do not have the resources and facilities to meet the specific needs of an individual child. Where this occurs, we may suggest an alternative setting.

8. How is this provision funded?



Who pays for this?

Provision for meeting the needs of pupils with special educational needs is funded by the school's notional SEN budget, pupil premium funding and the high needs block.

The notional SEN budget is monitored by the Headteacher, Governors and SENCO with resources being allocated according to need.

9. What additional learning support is available for children and young people with special educational needs and how do they access it?



What else will we do to help you learn and how will this happen?

As part of our school budget we receive 'notional SEN funding'. This funding is used to ensure the quality of teaching is good in the school and that there are sufficient resources to deploy additional and different teaching approaches for pupils requiring SEN support. In a small number of cases a high level of resource is required. The funding arrangements require schools to provide up to £6000 per year of resource for pupils with high needs and above that amount the local authority provides top up to the school in line with the child's Statement or Education, Health and Care plan.

10. How do we support and improve the emotional and social development of children and young people with special educational needs?



How can we help you learn about your feelings and relationships?

The emotional and social development of all children is supported directly through the school's PSHE (Personal, Social, Health and Emotional) curriculum and indirectly through conversation with adults throughout the day. In addition, we have a number of staff trained in THRIVE – a programme which identifies emotional development needs in children. If an emotional need is highlighted then differentiated support will be put in place. We also have staff trained in attachment awareness and access to external support through the educational psychologist and CAMHS.

The school ethos at St Margaret's is that every child should feel that they belong and that they are valued for their unique qualities. We have a positive approach to behaviour management and work in close partnership with parents and carers.

11. How do we support children and young people with special educational needs moving between phases of education and preparing for adulthood?



How can we help you to get ready to change to a different place or to leave here?

For children entering Foundation Stage transition begins in July before September entry. Parents are invited to an information meeting and also parents and carers are encouraged to attend our 'transition morning' with their child. In September Foundation staff undertake home visits and the children build up to full school during the first few weeks of term.

Transition arrangements for existing pupils begin in the summer term so that pupils can become familiar with their new class and new teacher and any changes in routines. Transition work may be completed on a 1:1 basis or small group basis for children with additional needs. This may take the form of extra visits to their new classroom and a TA may take photographs of their new class / teacher which the child can look at over the summer.

Pupils with additional needs leaving St Margaret's in Year 6 have extra opportunities to visit their secondary school and the SENCO at St Margaret's meets with the secondary school SENCOs to discuss needs and promote consistency.

For pupils with complex needs, meetings with all professionals involved in supporting the child are arranged and personalised transition arrangements take place.

12. What other support is available for children and young people with special educational needs and how can they access it?



What other help can we give you or help you to get?

School staff and the SENCO can signpost parents and carers to others services available and we support and encourage parents to engage with these services. In addition, the Torbay Family Information service directory is a good online source for ideas on available support and services (<http://fis.torbay.gov.uk/kb5/torbay/fsd/home.page>)

SENDIASS Torbay provides free and impartial advice, support and advice for parents and carers of children with SEND. They can be contacted on: 01803 212638

Website <http://sendiasstorbay.org.uk>

13. What extra-curricular activities are available for children and young people with special educational needs?



What other activities can you do here?

All pupils at St Margaret's Academy are welcome to attend extra-curricular clubs, residential visits, peripatetic music lessons, school visits and out of school experiences, including breakfast club and after school club depending on availability.

A full list of clubs available each term can be found in the school newsletter and on the school website http://st-margarets.eschools.co.uk/website/school_clubs/248538

14. How do we assess and review progress towards agreed outcomes, and how are parents, children and young people involved in this process?



How do we know that the help we are giving you is working?



How can you and your family tell us what you think?

Termly pupil progress meetings are held whereby teaching staff and SLT monitor pupil progress and review the impact of interventions. The effectiveness of intervention groups for pupils with additional needs is reviewed by the SENCO on a termly basis.

Progress is shared with parents through written reports, verbally at parents' evenings, and informally through the reading diary, EYFS learning journey and sometimes through a home school link book. In addition, the SENCO is available to discuss concerns at the parent teacher meetings or an appointment can be made at other times through the school office.

For pupils with a Statement or EHC plan, long term aims and specific objectives are broken down into short-term targets which are reviewed at the end of each term. The Statement / EHCP is reviewed each year at the annual review.

15. How do we assess the effectiveness of our special needs provision and how are parents, children and young people involved in this assessment?



How do we make sure that we are being the best that we can be?



How can you and your family tell us what you think?

In terms of monitoring special needs provision, classroom observations take place regularly and the school undertakes a self-evaluation on an annual basis. Pupil conferencing and parent questionnaires allow us to gather feedback from parents and pupils about the provision for pupils with additional needs. The collated feedback and evaluations are shared with Governors in the Head teacher's report and the SEND report to Governors.

16. How do we ensure that teaching staff and other staff have the expertise needed to support children and young people with special educational needs?



How do we make sure that everyone that works with you has the right skills and can do the right things to help you?

All teachers and support staff take part in a programme of continuing professional development and have received training in the following areas:

- Emotional difficulties including attachment disorder
- THRIVE
- Speech, Language and communication needs
- Dyslexia
- Hearing impairment
- ADHD and autistic spectrum condition

In addition some staff have gained the following specialist training and qualifications:

- BSL level 3
- Teacher of the Deaf / educational audiologist
- Cued speech level 1
- Masters in Education (Equality and Diversity)
- Attachment Lead Status
- National Award for SEN Coordination

We regularly review our training needs and address gaps through ongoing professional development.

17. How do we keep parents informed where children and young people have special educational provision but do not have an Education Health and Care Plan?



How do we make sure that your parents know how we can help them?

Parents are kept informed about their child's progress through informal verbal exchanges with the teacher / SENCO before or after school; through regular parent teacher meetings; via home-school link books or reading diaries. As part of normal teaching arrangements pupils might access additional teaching to help them catch up if progress monitoring indicates this is necessary. This does not mean a pupil has a special educational need. All such provision is recorded, tracked and monitored on a provision map and discussed with parents at parent teacher meetings.

If parents have a concern they should request an appointment with either their child's class teacher, the SENCO or Head teacher in order to discuss these concerns at the earliest opportunity.

18. How can parents, children and young people make a complaint about our provision?



What can you do if you are not happy about something that has happened here?

At St Margaret's we would always seek to resolve an issue before it gets to the stage of a formal complaint. We encourage parents and carers to discuss any concerns they have. If parents wish to make a formal complaint, information about procedures for doing so can be found in the Complaints Policy on the school website or via the school office.

If the complaint is not resolved after being considered by the governing body, then a disagreement resolution service or mediation service may be contacted, depending on the nature of the complaint. If it remains unresolved after this, then the complainant may be able to appeal to the First-tier Tribunal (Special Educational Needs and Disability) if the case refers to disability discrimination or to the Secretary of State for other cases.

There are circumstances, usually for children who have a statement of SEN or EHCP where there is a statutory right for parents to appeal against a decision of the Local Authority. Complaints which fall within this category cannot be investigated by the school.

19. How the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEN and supporting their families?



How do we work with everyone else to help you?

The school has a designated safeguarding lead (DSL) who is the point of contact for social care, the Targeted Help team and other support services such as Young Carers. Sometimes they contact us following a concern raised by the parent or another person, sometimes we contact them for support and advice if a family is experiencing difficulties.

The DSL attends all meetings with social care (core groups, child in need meetings and child protection conferences / reviews) and organises TAF meetings (Team around the Family) with other agencies if appropriate. The SENCO liaises with medical professionals via telephone, letter or face to face meeting to support children with medical and mental health needs.

The governing body have engaged with the following bodies:

- A service level agreement with the educational psychology service for 12 days a year
- A service level agreement with Speech and Language therapy service
- A service level agreement with South West Family Values (family support worker and attendance officer)
- Membership of professional networks for SEN and the Torbay Teaching School Alliance

21. Arrangements for supporting children who are looked after by the local authority and have SEN



How do we help children who are looked after by Torbay Council?

We have a designated teacher for children who are looked after (CLA). The designated teacher attends all review meetings, works with the carers and social worker on the PEP (personal education plan), liaises with Torbay Virtual School for additional support for CLA pupils and attends training provided for designated teachers. She also attends the termly CLA cluster meeting.

Support is given for CLA during the transition from Y6 to Y7 via the 'Get Gritty' programme facilitated by Torbay Virtual School.

Date: December 2017

Headteacher: Sue Stell

SEN Governor: Lisa Phillips

SENDCo: Sara Pike