

SPECIAL EDUCATIONAL NEEDS INFORMATION

West Thornton strives to be 'A Centre of Excellence' where every child's needs are met with respect and individualised attention. We take a holistic approach to each child meaning that the provisions and strategies put into place are appropriate and attentive to their emotional, behavioural and special educational needs. Every child is special to us.

What is a Special Educational Need?

At different times in their school life, a child or young person may have a special educational need (SEN). The code of practice 2014 defines SEN as follows:

"A child or young person has SEN if they have a learning difficulty or disability which calls for a special educational provision to be made for him/her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- a)** Has a significantly greater difficulty in learning than the majority of others the same age, or
- b)** Has a disability which prevents or hinders him/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".

Types of SEN

In the Code of Practice 2014, SEN and provision falls under four broad categories:

- Communication and interaction;
- Cognition and Learning;
- Social Mental and Emotional Health;



- Sensory and/or Physical.

These include a wide range of needs such as:

- Speech, language and communication needs;
- Behavioural, emotional and social difficulties;
- Specific learning difficulties;
- Moderate learning difficulties;
- Profound and multiple learning difficulties;
- Autistic spectrum conditions;
- Multi-sensory impairment;
- Visual and hearing impairment;
- Physical disability.

How we identify pupils with Special Educational Needs

Where pupils' progress is significantly slower than that of their peers, or fails to match their previous rate of progress, despite high quality teaching targeted at specific areas of difficulty, it **may** be that the child has SEN.

There can be many reasons for learners 'falling behind'. These may include absences, attending lots of different schools, difficulties in speaking English, or worries that distract them from learning. We understand that children that experience these barriers to learning are vulnerable. This does **not** mean that **all** vulnerable learners have SEN. Only those with a learning difficulty that requires special educational provision will be identified as having SEN.

In such cases, teachers will gather information including seeking the views of parents and the pupils, and will then carry out a range of intervention either individually or in small groups and monitor their progress. After some time should the difficulties continue the class teacher will raise these concerns alongside the strategies they have put in place with the SENCO, who will carry out an observation. The SENCO will then provide the class teacher with advice and strategies



and these will be formalised in a support plan or Pupil Passport. In addition, parents will be invited into school for an informal meeting to discuss any concerns that they may share. If there continues to be a lack of progress together with the SENCO, parents will complete referral forms to outside agencies (if necessary).

What you can do if you feel your child may have SEN

If you have any concerns regarding your child's progress or well-being, then please talk to your child's class teacher in the first instance. After some intervention without progress a referral to the SENCO may be necessary to discuss their individual needs in more detail.

Formal assessments used in school

The assessments we use are evidence based and have been recommended by professionals such as Educational Psychologists and Speech and Language Therapists. Some of these include:

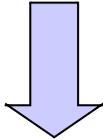
- Phonics Assessments
- Salford Reading Tests (Reading and Comprehension)
- Dyslexia/Dyscalculia screener
- Visual stress tests
- Partners in Talking screener (Oracy)



The process of identifying and supporting pupils with Special Educational Needs

INITIAL ASSESSMENT

Every child undergoes an initial baseline assessment upon entry so that teachers can have a better understanding of the child's strengths, weaknesses and abilities.



QUALITY FIRST TEACHING

Our primary approach is to provide quality first teaching in the classroom. This means that teachers provide highly differentiated work in order for all children to access the learning. We recognise that every child is an individual and any strategies or activities that have been recommended are incorporated into their learning.

Advice and Strategies

SENCO ADVICE AND STRATEGIES

After observing a child or obtaining information from outside agencies, the SENCO will advise the teachers and provide strategies that they can use to help the child access the curriculum. Some children will be given care plans (ie from Speech and Language Therapy) with specific targets. These are shared with teachers and parents and strategies are put in place in class.

Advice and Strategies

FURTHER SPECIALIST SUPPORT

If after other interventions a pupil still requires more individual support, more specialised teaching strategies will be put into place by highly skilled and specialist teaching assistants.

For those children who are still not making progress and have severe, complex and long term needs, an application for an Education Healthcare Plan (EHP) may be made with the support of parents and other health care professionals working with the student.

1:1 or small group support

INTERVENTIONS

Children who are falling behind, and are not making the expected progress (despite highly differentiated quality first teaching) are identified and additional support is put into place for them. This support can be in small groups or 1:1.

Refer to SENCO

Observations And Agency Reports

REFERRAL TO SENCO

If a teacher feels that a child is in need of help and support over and above what is being provided in the classroom, they will contact the SENCO, who will carry out an observation and/or make a referral to an outside agency. If necessary, children will be put onto a SEN support plan (student passport), previously known as an IEP. This is a short term individualised plan centred around the child's needs and focusing on their strengths and areas for development. This is developed with class teachers, parents and pupils and is reviewed on an on-going basis.

Referral

Report

REFERRAL TO OUTSIDE AGENCIES OR LEARNING MENTOR

If a child meets the criteria, they will be assessed and a report will be sent to both the parents and the school providing recommendations and activities that can be worked on at home and in class.

How we meet the needs of children with SEN

- Quality first teaching
- Dyslexia Friendly Strategies
- Different target levels
- 1:1 Teacher / TA support/Key Workers
- Small group support
- CPD for all staff
- Intervention Room – Aspire
- Place2Be
- School Mentor
- ELSA
- External Agencies
- Dyslexia friendly strategies and resources (see Dyslexia Policy)

Arrangements to monitor and evaluate effective SEN provision

The support given to pupils with SEN is set out in the school's Provision Map. This is reviewed on an on-going basis and is a 4 stage process (as specified in the Code of Practice): Assess, Plan, Do and Review.

Assess—This involves taking into consideration all the information from discussions from parents/carers, the child, the class teacher and any assessments.

Plan— This stage identifies the barriers of learning, the intended outcomes and details what additional support will be provided to help overcome the barriers. Decisions will be recorded on an SEN support plan (student passport) and will form the basis for regular formal and informal reviews.

Do— This stage involves providing the support (extra assistance for learning or learning aids) as set out in the support plan.

Review— This stage involves measuring the impact of the support provided and considering whether changes need to be made. This may involve staff, parents and pupils.



How needs and appropriate actions are recorded

Every pupil with SEN will be put onto a SEN support plan (student passport). This will include the pupil's strengths and difficulties and will identify ways that the pupil can be supported both at school and at home.

We feel that parents know their children best and we encourage them to come in and work in partnership with us to provide the best support for their children. The passport will therefore be developed in partnership with the teachers, parents and the pupils themselves as we believe that their voice is paramount.

The majority of learners will have their needs met in this way, however, some may require further assessments to determine whether it is necessary for the local authority to make provisions in accordance with an Education Health Care Plan (EHP), formerly known as a Statement of Special Educational Needs.

How we support our pupil's during transitions to other year groups or Schools

We understand that any kind of change can be unsettling, particularly for young children. This can take place for example, when pupils move between year groups, transfer to High School, transfer to another school, arrive mid year or arrive from Nursery.

Our primary concern is to ensure a smooth transition and to minimise any disruption to the pupil. At such times, we are in constant communication with the relevant staff, schools and agencies, so that every child's needs have been carefully considered and the relevant information shared.

How we include all SEN children to take part in all school activities

As fully inclusive Academies, we at the Synaptic Trust expect all our pupils to participate in every aspect of school life in order for them to access the curriculum. To ensure this, all necessary provisions will be put into place to fully support every pupil's individual needs.



Additional Support and Resources that we use:

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|----------------------------------|--|-------------------------------|
| Environment | Speech and Language Therapy | Educational Psychologist |
| Occupational Therapy | Child and Adolescent Mental Health Service (CAMHS) | Hearing Impairment Service |
| Place2Be/Place for Parents | Learning Mentor | Adult reading support |
| ELSA | Premiership Football Reading Scheme | Precision Teaching |
| Oracy | Lunchtime support | Dyslexia/Dyscalculia screener |
| Salford Reading/Comprehension | Booster groups | Catch up Literacy |
| Trugs | □□□□ Parent Workshops/Family Lives | School Nursing Team |
| Breakfast Club/After School Club | Education Welfare Officer (EWO) | Dyslexia Friendly Resources |

Who to contact if you have any concerns or questions

Should you have any concerns regarding your child, you should first contact your child's class teacher (if appropriate), alternatively, our inclusion team is always happy to help you. The inclusion team are:

**Miss Mukerji and
Ms Campbell**
**Deputy Headteachers
– Inclusion (SENCO)**

Sheree Pinheiro
**Pupil & Family
Support Worker**

Hanan Al-Khayyat
Project Manager
Place2Be at WTPA

