



St Loys SEND report

SEND information report September 2023

The kinds of SEND that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties

Cognition and learning, for example, dyslexia, dyspraxia

Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)

Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy

Moderate/severe/profound and multiple learning difficulties

Identifying pupils with SEND and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

Is significantly slower than that of their peers starting from the same baseline

Fails to match or better the child's previous rate of progress

Fails to close the attainment gap between the child and their peers

Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

Everyone develops a good understanding of the pupil's areas of strength and difficulty

We take into account the parents' concerns

Everyone understands the agreed outcomes sought for the child

Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEND support.

Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENDCo to carry out a clear analysis of the pupil's needs. This will draw on:

The teacher's assessment and experience of the pupil

Their previous progress and attainment or behaviour

Other teachers' assessments, where relevant

The individual's development in comparison to their peers and national data

The views and experience of parents

The pupil's own views

Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this. We liaise with secondary schools to ensure that individual children get the induction they require for their own specific needs.

Our approach to teaching pupils with SEND

Teachers 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 pupils who have SEN. This will be differentiated for individual pupils.

We will also provide the following interventions:

Speech Therapy, Dyslexia Gold, sensory interventions, Toe by Toe, Hornet, Power of 2, Times Table Rock stars, Write from the start (fine motor skills)

Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.

Adapting our resources and staffing

Using recommended aids, such as laptops, e readers, visual timetables, larger font, etc.

Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

Additional support for learning

We have 3 teaching assistants who are trained to deliver interventions such as precision teaching.

Teaching assistants will support pupils on a 1:1 basis when identified through a variety of assessments and recommendations from outside agents.

Teaching assistants will support pupils in small groups when there is a need within a group or for social interventions.

We work with the following agencies to provide support for pupils with SEND:

Occupational Therapy, Speech Therapy. Early Years Portage, Educational Psychologists, Hearing impaired, visually impaired.

Expertise and training of staff

Our SENDCo has over 16 years experience in this role within Evolve Church of England Academy Trust and during her time within the Trust she has worked as a Class Teacher, Head Teacher and Senior Leader. She has taught from Reception up to Year 6 as a Class Teacher.

She is allocated half a day a week to manage SEND provision.

We have a team of 3 teaching assistants, who are trained to deliver SEN provision.

Recently, staff have been trained in understanding autism within the school environment as well as having training for the hearing impaired and visually impaired.

Securing equipment and facilities

The SENDCO analyses reports and secures appropriate equipment to aid individual children with their learning. For example, headphones, seating, sensory equipment. Facilities are utilised to support the children. The SENDCO and class teachers work together to ensure equipment and facilities support the needs of the individual child.

Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEND by:

Reviewing pupils' individual progress towards their goals each term

Reviewing the impact of interventions after 12 weeks

Using one page profiles

Monitoring by the SENDCo

Using provision maps to measure progress

Holding annual reviews for pupils with EHC plans

Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

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All pupils are encouraged to go on our residential trip to Whitemoor Lakes.

All pupils are encouraged to take part in sports day/school plays/special workshops and trips. Our children thrive in these situations.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

School has wheelchair access which can be used to access the building for wheelchair users. We pride ourselves on our inclusive approach to education and treat everyone as an individual.

Support for improving emotional and social development

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

Pupils with SEND are encouraged to be part of the school council and reach for the stars. Our children value one another as individuals and celebrate their individuality.

We have a zero tolerance approach to bullying.

Working with other agencies

St Loys works with a wide range of outside agencies according to the needs of the children in our care. These include speech therapy, Jogo Behaviour, occupational therapy, portage workers, the local education authority.

Complaints about SEND provision

Complaints about SEND provision in our school should be made to the Class Teacher/SENDCo/Head Teacher in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

Exclusions

Provision of education and associated services

Making reasonable adjustments, including the provision of auxiliary aids and services

Contact details of support services for parents of pupils with SEND

In the first instance parents liaise with the SENCO. Alongside this the Local education authority provides IASS (Information Advice and Support Service).

Contact details for raising concerns

Should parents have concerns they can contact the SENCO, Class Teacher, Head Teacher or Governing Body.

The local authority local offer

Our contribution to the local offer is we access the local offer for additional services to help us provide outside agency involvement.

Our local authority's local offer is published here: [Local Offer | West Northamptonshire Council \(westnorthants.gov.uk\)](https://www.westnorthants.gov.uk)

Monitoring arrangements

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This policy and information report will be reviewed by The Governing Body every year. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.