



St Loys SEND Report 2024

THE KINDS OF SEND THAT ARE REPORTED

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

- Communication and interaction, for example, autistic spectrum continuum, 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 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 parental concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear about the next steps

- 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 PUPIL 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 SENCO 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 SEND. This will be differentiated/adapted for individual pupils.

We will also provide or support the following interventions:

- Speech therapy
- Occupational Therapy support
- Dyslexia Gold or similar
- Sensory interventions
- Social Stories/social skills
- Toe by Toe
- Hornet
- Power of 2
- Times Tables Rock Stars
- Write from the start (fine motor skills)
- Touch typing

ADAPTIONS 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

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 SENCO 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 to Year 6 as a Class Teacher.

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

We have a team of teaching assistants who are trained to deliver SEND provision

Class teachers are experienced and trained with supporting children with a range of SEND needs

SECURING EQUIPMENT AND FACILITIES

The SENCO 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 SENCO and class teachers work together to ensure equipment and facilities support the needs of the individual child.

EVALUATING THE EFFECTIVENESS OF SEND PROVISION

We evaluate the effectiveness of provision for pupils with SEN 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 SENCO
- 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 SCHOOL WHO DO NOT HAVE ADDITIONAL NEEDS/SEND

All of our extra-curricular activities and school visits are available to all pupils, including our Wrap-around care facilities and clubs

All pupils are encouraged to participate in our residential trips.

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 SEND needs.

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 or house captains
- Our school values and pastoral care help support the children with their emotional wellbeing
- Our children value one another as individuals and celebrate their individuality.
- Our school community use Zones of Regulation to support the development of children's emotional literacy
- We have a zero -tolerance approach to bullying.

WORKING WITH OTHER AGENCIES

St Loys works with a wide range of external agencies according to the needs of the children in our care. These include speech therapy, Jogo Behaviour, occupational therapy, portage workers, Specialist Support Service, the local education authority, school health teams and many more

COMPLAINTS ABOUT SEND PROVISION

Complaints about SEND provision in our school should be made to the Class Teacher/SENCO/Head Teacher in the first instance. If concerns remain, they will then be referred via 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 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 Academy Committee

THE LOCAL AUTHORITY LOCAL OFFER

Our contribution to the local offer is to 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/local-offer)

MONITORING ARRANGEMENTS

This policy and information report will be reviewed by Evolve Multi Academy Trust Academy Committees every year. It will also be updated if any changes to the information are made during the year.

It will be approved by the Academy Trust Board

