

# Parish CE Primary School



## SEND Report

## **SEN Information Report for Parish C of E Primary School 2020 - 2021**

### **Part of the St Helens Local Offer for Learners with SEN**

#### **Introduction**

Welcome to our SEN Information Report which is part of the St Helens Local Offer for learners with Special Educational Needs (SEN.) All governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools have a legal duty to publish information on their website about the implementation of the governing body's or the proprietor's policy for pupils with SEN. The information published must be updated annually.

At Parish C of E School, we are committed to working together with all members of our school community. This local offer has been produced with pupils, parents/carers, governors, and members of staff. We would welcome your feedback and future involvement in the review of our offer, so please do contact us. The best people to contact this year are:

Name of SEN Governor – Simon Bunting

Name of SENCO – Claire Beechey

Name of Headteacher – Jennifer Young

If you have specific questions about the St Helens Local Offer, please look at the St Helens Council Website. Alternatively, if you think your child may have SEN please speak to their Class Teacher or contact Claire Beechey SENCO on 01744 678430 or by email [support.parish@ldst.org.uk](mailto:support.parish@ldst.org.uk)

#### **Our Approach to Teaching Learners with SEN**

At Parish C of E School, we believe in participation for all. We want all adults and children to participate in learning and we celebrate all members of our community. We want to create an inclusive culture in our school, and we aim to be more responsive to the diversity of children's backgrounds, interests, experience, knowledge and skills.

We live out our Christian Values in all that we do. Our faith underpins our approach in ensuring that we have a commitment to ensure that equality of opportunity is available to all members of the school community. For our school this means, not simply treating everybody the same but, understanding and tackling the different barriers which could lead to unequal outcomes for different groups of children in school including those with SEND by celebrating and valuing the achievements and strengths of all members of the school community.

We value high quality teaching for all learners and actively monitor teaching and learning in the school. For more information on our approach please see our teaching and learning policy.

We aim to create a learning environment which is flexible enough to meet the needs of all members of our school community. We monitor progress of all learners, and staff continually assessing to ensure that learning is taking place. Our whole school system for monitoring progress includes regular pupil progress meetings, and staff engage in coaching and supervision.

We outline our curriculum aims for SEN pupils in our Sunshine Curriculum statement which outlines our aims for the provision for pupils.

## **Sunshine Curriculum**

### **Support to access wider curriculum**

#### **develop Universal life skills**

#### **Nurturing and Inclusivity**

For further details, see our Sunshine Curriculum statement.

### **How we identify SEN**

At different times in their school career, a child or young person may have a special educational need. The Code of Practice defines SEN as:

**“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 them. A child of compulsory school age or a young person has a learning difficulty or disability if they:**

- (a) have a significantly greater difficulty in learning than the majority of others of the same age: or**
- (b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.”**

If a learner is identified as having SEN, we will provide provision that is ‘additional to or different from’ the normal differentiated curriculum, intended to overcome the barrier to their learning.

Learners can fall behind in school for lots of reasons. They may have been absent from school; they may have attended lots of different schools and not had a consistent opportunity to learn. They may not speak English very well or at all, they may be worried about different things that distract them from learning. At Parish C of E Primary School, we are committed to ensuring that all learners have access to learning opportunities, and for those who are at risk of not learning, we will intervene. 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.

Our SEN profile for 2020 - 2021 shows that we have 21% of children identified as having SEN, 25% of these receive enhanced funding and 18% of those in receipt of funding have an Education Health and Care Plan.

### **Assessing SEN at Parish C of E School**

Class Teachers, support staff, parents/carers, and the learner themselves will be the first to notice a difficulty with learning. At Parish C of E Primary School, we ensure that assessment of educational needs, directly involves the learner, their parents/carer and of course their Teacher. The Special Educational Needs Co-ordinator (SENCO) will also support with the identification of barriers to learning.

For some learners we may want to seek advice from specialist teams. In our school we have access to various specialist services. We have access to services universally provided by St Helens Council, which are described on the Local Offer website.

Parish C of E school have a working partnership with:

Educational Psychology  
Speech Therapy  
Counsellor  
EAL Teacher  
School Health  
LASC  
Behaviour Improvement Team

We also employ Learning Support Assistants who deliver the interventions in the provision map as co-ordinated by our SENCO.

### **What we do to Support Learners with SEN at Parish C of E School to access the Curriculum.**

Every Teacher is required to adapt the curriculum to ensure access to learning for all children in their class. The Teacher Standards 2012 detail the expectations on all teachers, and we at Parish C of E are proud of our Teachers and their development.

At Parish C.E. Primary School we use a 'Quality First Teaching' model to ensure that lessons are effectively sequenced so that new knowledge and skills build on what

has been taught before and towards defined end points. As part of this model, subject leaders have worked alongside our SENCo and our Academy Trust to analyse any potential barriers to learning across all subjects, which a child may present with and all staff have been given extensive training to be able to effectively implement reasonable adjustments and clear differentiation to ensure all children have the opportunity to thrive in all lessons whilst at our school.

Our Teachers will use various strategies to adapt access to the curriculum, this might include using:

- Visual timetables
- Writing frames
- I-pads, laptops or other alternative recording devices
- Peer buddy systems
- Positive behaviour rewards system

Each learner identified as having SEN, is entitled to support that is 'additional to or different from' a normal differentiated curriculum. The type of support is dependent on the individual learning needs and is intended to enable access to learning and overcome the barrier to learning identified. This support is described on a provision map, which details the individual learner names, describes the interventions, and actions that we undertake at Parish C of E school to support learners with SEN across the year groups. We modify the provision map termly and it changes every year, as our learners and their needs change. Each pupil will also receive a Pupil Passport which outlines current targets for the learner and also a Pupil Profile which outlines the provision for that child.

At Parish C of E Primary School, we share the provision map with our colleagues in our Academy Trust so we can learn from each other, and demonstrate what we offer for learners with SEN.

Our provision map is shared with Governors who are able to ensure that we monitor the impact of these interventions on learning across the school.

### **Funding for SEN**

Parish C of E school receives funding directly to the school from the Local Authority to support the needs of learners with SEN. This is described in an SEN memorandum.

Parish C of E can also apply for additional funding from the Local Authority which is distributed as 'top up' funding for learners who require support that exceeds that available to the school.

### **How do we Find Out if this Support is Effective?**

Monitoring progress is an integral part of teaching and leadership within Parish C of E Primary School. Parents/carers, pupils and staff are involved in reviewing the

impact of interventions for learners with SEN. We follow the 'assess, plan, do, review' model and ensure that parents/carers and children are involved in each step. Before any additional provision is selected to help a child, the SENCO, Teacher, parent/carer and learner, agree what they expect to be different following this intervention. A baseline will also be recorded, which can be used to compare the impact of the provision.

Children, Parents/Carers and their Teaching and Support Staff will be directly involved in reviewing progress. This review can be built into the intervention itself, or it can be a formal meeting held at least once a term, where we all discuss progress and next steps. If a learner has an Education Health and Care Plan (EHC plan,) the same termly review conversations take place, but the EHC plan will also be formally reviewed annually.

The SENCO collates the impact data of interventions, to ensure that we are only using interventions that work. Intervention data is shared with the LDST so all SENCOs in our trust are able to select high quality provision.

Progress data of all learners is collated by the whole school and monitored by Teachers, Senior Leaders and Governors.

### **Other Opportunities for Learning**

All learners should have the same opportunity to access extra-curricular activities. At Parish C of E school in 2020-2021 we are offering a range of additional clubs and activities. These can be found on our clubs section of the website.

We are committed to making reasonable adjustments to ensure participation for all, so please contact our extended school co-ordinator to discuss specific requirements.

All staff at Parish C of E school have regular training on the Equality Act 2010. This legislation places specific duties on schools, settings and providers including the duty not to discriminate, harass or victimise a child or adult linked to a protected characteristic defined in the Equality Act and to make 'reasonable adjustments.'

The Equality Act 2010 definition of disability is:

**“A person has a disability for the purposes of this Act if (s)he has a physical or mental impairment which has a substantial and long-term adverse effect on his ability to carry out normal day-to day activities.”**

Section 1(1) Disability Discrimination Act 1995

This definition of disability in the Equality Act includes children with long term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Children and young people may therefore be covered by both SEN and disability legislation.

### **Preparing for the next step**

Transition is a part of life for all learners. This can be transition to a new class in school, having a new teacher, or moving on to another school, training provider or moving in to employment. Parish C of E Primary School is committed to working in partnership with children, families and other providers to ensure positive transitions occur.

Planning for transition is a part of our provision for all learners with SEN. Moving classes will be discussed with you and your child at their summer term review meeting. Transition to secondary schools will be discussed in the summer term of their Year 5, to ensure time for planning and preparation. Transition meetings will take place with Secondary School to ensure that relevant information is shared.

### **Admission Arrangements**

Parish is a Church of England Primary School situated in the Diocese of Liverpool and its admission arrangements are maintained by St Helens Local Authority.

Admission arrangements are determined by the Governing Body of the school in consultation with the Diocesan Board of Education, the Local Authority and other admission authorities in the relevant area.

The Admission Number for the 2021 reception year intake at Parish Church of England Primary School is 30.

### **Making an Application**

Applications for reception year in September 2020 should be made on the applicant's home local authority common application form. Copies of St Helens Primary Education Information for Parents Booklet and application forms will be available at all St Helens primary schools and the Admissions Section of the Local Authority from September 2018 onwards.

St Helens residents may also apply online via <http://admissions.sthelens.gov.uk/>

Applications must be submitted by 15<sup>th</sup> January 2021.

All applications will be considered at the same time and after the closing date.

Decision letters/emails will be sent to parents in April 2021.

### **Late Applications**

Applications submitted after the closing date will only be considered alongside those who applied on time when they are received before the allocation procedures begin.

However, as this date cannot be predicted, parents have no guarantee that any application received after the closing date will be included.

The admission arrangements for Parish C.E. Primary School are in accordance with the School Admissions Code, the School Appeals Code, other laws relating to admissions, and relevant human rights and equalities legislation. It follows, therefore, that they do not discriminate against or disadvantage disabled children or those with special educational needs.

### **Have your say**

Parish C of E Primary School is our community school. We can shape and develop provision for all of our learners ensuring achievement for all. This SEN report declares our annual offer to learners with SEN, but to be effective it needs the views of all parents/carers, learners, governors and staff. So please engage with our annual process to 'assess plan, do and review' provision for SEN.

### **Complaints Procedure**

Any complaints should be addressed in writing to the Headteacher Mrs J Young or to our Chair of Governors Rev. Harry Wood if the complaint is about the Headteacher. Following this if you feel the complaint needs to be addressed further or refers to the Chair of Governors please contact LDST Operations Team.

### **Useful links**

[www.sthelens.gov.uk/SEN](http://www.sthelens.gov.uk/SEN)

Parent Partnership

[www.dfe.gov.uk](http://www.dfe.gov.uk)