



**SEN Report 2018-2019**

<p><b>What types of SEN do we provide for?</b></p>	<p>A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made. St Theresa's is a mainstream primary school and welcomes children and young people with SEN in one or more of the following areas:</p> <p><b>Communication and interaction:</b> E.g. speech, language and communication needs (SLCN) Autism Spectrum Disorder (ASD), Asperger's Syndrome</p> <p><b>Cognition and learning:</b> E.g. Specific Learning Difficulties (SpLD), Moderate Learning Difficulties (MLD), Severe Learning difficulties (SLD), Global Developmental Delay, Dyslexia, Dyscalculia and Dyspraxia.</p> <p><b>Social, emotional and mental health difficulties:</b> (SEMH) E.g. Attention Deficit Hyperactive Disorder (ADHD), Depression, Eating Disorders, Attachment Disorder</p> <p><b>Sensory and/or physical needs:</b> E.g. Vision Impairment (VI), Hearing Impairment (HI) or a MultiSensory Impairment (MSI) and other medical conditions, e.g. Spina Bifida</p> <p><b>Medical needs:</b> Where pupils have medical needs and special educational needs, we will plan and deliver education provision in a co-ordinated way with their healthcare plan. We will also follow the statutory guidance on supporting pupils at school with medical conditions.</p>
<p><b>How do we identify and assess pupils with SEN?</b></p>	<p>All of our teachers teach children with SEN. All of our staff recognise the importance of identifying SEN early and making effective provision quickly. The identification and assessment of SEN is built into the schools approach to monitoring the progress of all pupils. We assess each pupil's skills and levels of attainment when they first come to the school. This builds on the information from the child's previous school where and through the process of transition meetings,</p>

provides us with information we need to monitor their progress. It also ensures that we discover any areas of difficulty early on. Where children already have their SEN diagnosed or identified, we will work closely with the family and other agencies to make sure we know as much as possible about the child before they start at the school.

Teachers are supported by the Senior Leadership Team to regularly assess pupils' progress. This helps us to see any pupils whose progress:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better their previous rate of progress
- fails to close the attainment gap between them and their peers

Where assessments show that a child is not making adequate progress, our first response is to make sure there is high quality teaching in place (Quality First Teaching). Making high quality teaching normally available to the whole class is likely to mean that fewer pupils will require additional support. If their progress continues to be slower than expected the teacher will work with the family and the Inclusion Team to carry out a clear analysis of the child's needs and identify if they need additional support. We use a range of different assessment tools and systems to help identify and assess pupils with SEN. The tools and assessments help us to identify when we need more specialist expertise to help us understand your child's SEN.

- 1) Tests and observations by Teachers
- 2) Assessments, testing and advice by the SENCo and internal professionals where appropriate
- 3) The SENCo leads a multi-agency assessment referring to external professionals
- 4) Specialist assessments by external professionals
- 5)

When considering if a child needs SEN support we take into account:

- the pupil's previous progress and attainment

	<ul style="list-style-type: none"> <li>• the teacher’s assessment and experience of the pupil</li> <li>• the pupil’s development in comparison to their peers and national data</li> <li>• the views and experience of parents</li> <li>• the pupil’s own views</li> <li>• advice from external support services, where appropriate</li> </ul> <p><i>Please refer to our Assess/Plan/Do/Review Flow chart below</i></p>
<p><b>Who is our special educational needs co-ordinator (SENCO) and how can he/she be contacted?</b></p>	<p>Mrs Arrowsmith is the school SENCO and can be contacted via the school office on 0208 346 8826 or <a href="mailto:office@sttheresas.barnetmail.net">office@sttheresas.barnetmail.net</a></p>
<p><b>What is our approach to teaching pupils with SEN?</b></p>	<p>Some of our pupils with SEN have their needs met as part of Quality First Teaching. This may include teachers adapting what they do and having different approaches to meet different learning styles, personalised learning arrangements for different pupils and a range of interventions normally provided by the school. If a pupil is identified, through the assessment process above, as having more complex Special Educational Needs, we then decide whether to adapt our core offer to provide additional support or whether something different is required. Where something additional is needed, we work with pupils and their families to plan what to do. This is the process that we use to plan and deliver additional support.</p> <p><b>Provision Mapping:</b> This document captures our targeted and specialist interventions that will be ‘additional to’ and ‘different from’ the usual differentiated curriculum.</p> <p><i>Please refer to our Whole School Provision Map below.</i></p> <p><b>Support Plan:</b> This is a 1-page document listing the long and short term targets for our pupil and the intervention being provided to meet these needs.</p> <p><b>Support Plan Review :</b> We meet with class teacher, pupils and parents to discuss current levels of progress, review the goals and provision to meet the SEN.</p>

	<p><b>Education Health and Care Plan (EHCP):</b> If we feel that the support being provided within the school is not ensuring sustained good progress, the school and/or parents, may consider requesting an Education, Health and Care assessment.</p> <p>The school organises the additional support for learning into 3 different levels (also called waves).</p> <ul style="list-style-type: none"> <li>• <b>Wave 1 (Universal):</b> describes quality inclusive teaching which takes into account the learning needs of all the children in the classroom. This includes providing differentiated work and creating an inclusive learning environment.</li> <li>• <b>Wave 2 (Targeted):</b> describes specific, additional and time-limited interventions provided for some children who need help to accelerate their progress to enable them to work at or above age related expectations. Wave 2 interventions are often targeted at a group of pupils with similar needs.</li> <li>• <b>Wave 3 (Specialist):</b> describes targeted provision for a minority of children where it is necessary to provide highly tailored intervention to accelerate progress or enable children to achieve their potential. This may include specialist interventions.</li> </ul>
<p><b>How do we adapt the curriculum and learning environment?</b></p>	<p>We are committed to meeting the needs of all pupils including those with SEN. We make all reasonable adaptations to the curriculum and the learning environment to make sure that pupils with SEN are not at a substantial disadvantage compared with their peers. We work closely with families and partners to work out what disabled children and young people might need before they start with us, and what adjustments we might need to be make. We discuss with families what we can do to adapt the curriculum and/or the building as necessary, and in order to get additional resources and support. Teachers will be supported by the SENCO to assess, plan and differentiate the curriculum or make adaptations to meet the needs of pupils with SEN. This may also involve working with outside partners. For</p>

	<p>example we might need to:</p> <ul style="list-style-type: none"> <li>• provide visual resources to support learning</li> <li>• re-arrange the layout of the classroom</li> <li>• create a quiet area in the school</li> <li>• buy specialist ICT software</li> </ul> <p>In considering what adaptations we need to make the SENCO work with the Head Teacher and School Governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements. A link to the Equality Act 2010 can be found here: <a href="http://www.legislation.gov.uk/ukpga/2010/15/contents">http://www.legislation.gov.uk/ukpga/2010/15/contents</a></p>
<p><b>How do we enable pupils with SEN to engage in activities with other pupils who do not have SEN?</b></p>	<p>All activities are made available to all pupils. Where extra adult support is necessary this will be provided. Trips and holidays are open to all and meetings with parents and providers to ensure access will be held in plenty of time. We will always take advice from health professionals before events.</p>
<p><b>How do we consult parents of pupils with SEN and involve them in their child's education?</b></p>	<p>Every pupil with SEN in our school has their progress reviewed regularly and this information will be shared with both parents and pupils. We meet with parents termly, where the child is at the centre of the discussion and achievements are celebrated and targets are set. Engaging all pupils as active participants in their own education and in making a positive contribution to their school and local community is a priority for the school.</p> <p>More informal or time specific feedback may be relayed to parents via phone or email.</p>
<p><b>How do we consult pupils with SEN and involve them in their education?</b></p>	<p>Where pupils have SEN, we will take extra care to involve them and make sure their voice is heard. Their involvement will be tailored to each child and take into account their preferred methods of communication. This may include:</p> <ul style="list-style-type: none"> <li>• providing them with relevant information in accessible formats</li> <li>• using clear ordinary language and images rather than professional jargon</li> </ul>

	<ul style="list-style-type: none"> <li>• giving them time to prepare for discussions</li> <li>• dedicating time in discussions and meetings to hear their views</li> <li>• involving the pupil in all or part of the discussion itself, or gathering their views as part of the preparation</li> <li>• ensuring staff are skilled in working with children, parents and young people to help them make informed decisions and have access to training so they can do this effectively.</li> </ul> <p>We ensure that pupils with SEN are included and represented in the groups and activities that we have set up to listen to the views of pupils and involve them in decision-making, e.g. School Council. All pupils with SEN will have specific goals and outcomes and they will be part of the discussion to agree and review these. Where a personal budget is being used for those with an EHCP, the school will support the child's involvement in decisions about their learning</p>
<p><b>How do we assess and review pupils' progress towards their outcomes?</b></p>	<p>As a teaching team we meet half termly to discuss all pupils' progress against the year group targets. Where a pupil has an identified SEN need we will assess against the targets that they are working on. We will monitor Outcome Plan targets to check that all is being done to help the pupil achieve them. Where necessary we will amend or adapt the provision. Parents have the opportunity to discuss goals and outcomes at regular parents meetings and are invited to attend Outcome Plan reviews alongside their child.</p>
<p><b>How do we support pupils with SEN to improve their emotional and social development?</b></p>	<p>At St Theresa's we aim to encourage the emotional and social development for all pupils, including those with SEN. We have clear policies on behaviour and bullying that set out the responsibilities of everyone in the school. For children with more complex problems, additional in-school interventions may include:</p> <ul style="list-style-type: none"> <li>• advice and support to the pupil's teacher - to help them manage the pupil's behaviour within the classroom, taking into account the needs of the whole class</li> <li>• small social skills/nurture group sessions - to promote positive behaviour, social development and self-esteem</li> </ul>

	<ul style="list-style-type: none"> <li>• individual action plans - to support pupils during transition periods, break times</li> <li>• additional support for the pupil – to help them cope better within the classroom</li> <li>• therapeutic work with the pupil/family, delivered by our Educational Psychotherapist</li> <li>• referrals to the Child and Adolescent Mental Health Service (CAMHS)</li> </ul>
<p><b>What expertise and training do our staff have to support pupils with SEN?</b></p>	<p>Roseann Arrowsmith is the SENCO at St Theresa’s and is responsible for overseeing the day-to-day operation of the school's SEN policy</p> <ul style="list-style-type: none"> <li>• coordinating provision for children with SEN</li> <li>• liaising with and advising teachers and teaching assistants</li> <li>• overcoming barriers to learning and sustaining effective teaching</li> <li>• managing teaching assistants</li> <li>• overseeing the records of all children with SEN</li> <li>• liaising with parents of children with SEN</li> <li>• planning successful movement (transition) to a new class group or school</li> <li>• providing specialist advice and facilitating training to ensure that all staff are skilled and confident about meeting a range of needs</li> <li>• liaising with external agencies including the Local Authority’s support, including educational psychology services, health and social services, and voluntary bodies</li> <li>• liaising with in-house internal specialist teachers and professionals</li> </ul>
<p><b>How will we secure specialist expertise?</b></p>	<p>Where necessary we will seek and take advice from specific professionals regarding the education and wellbeing of a pupil with SEN. We work closely with Barnet to access the expertise of professionals such</p> <ul style="list-style-type: none"> <li>• Occupational therapy</li> <li>• Speech and Language therapy</li> <li>• Physiotherapy</li> <li>• Educational Psychology Service</li> <li>• Educational welfare</li> <li>• Child and Adolescent Mental Health Service</li> </ul>

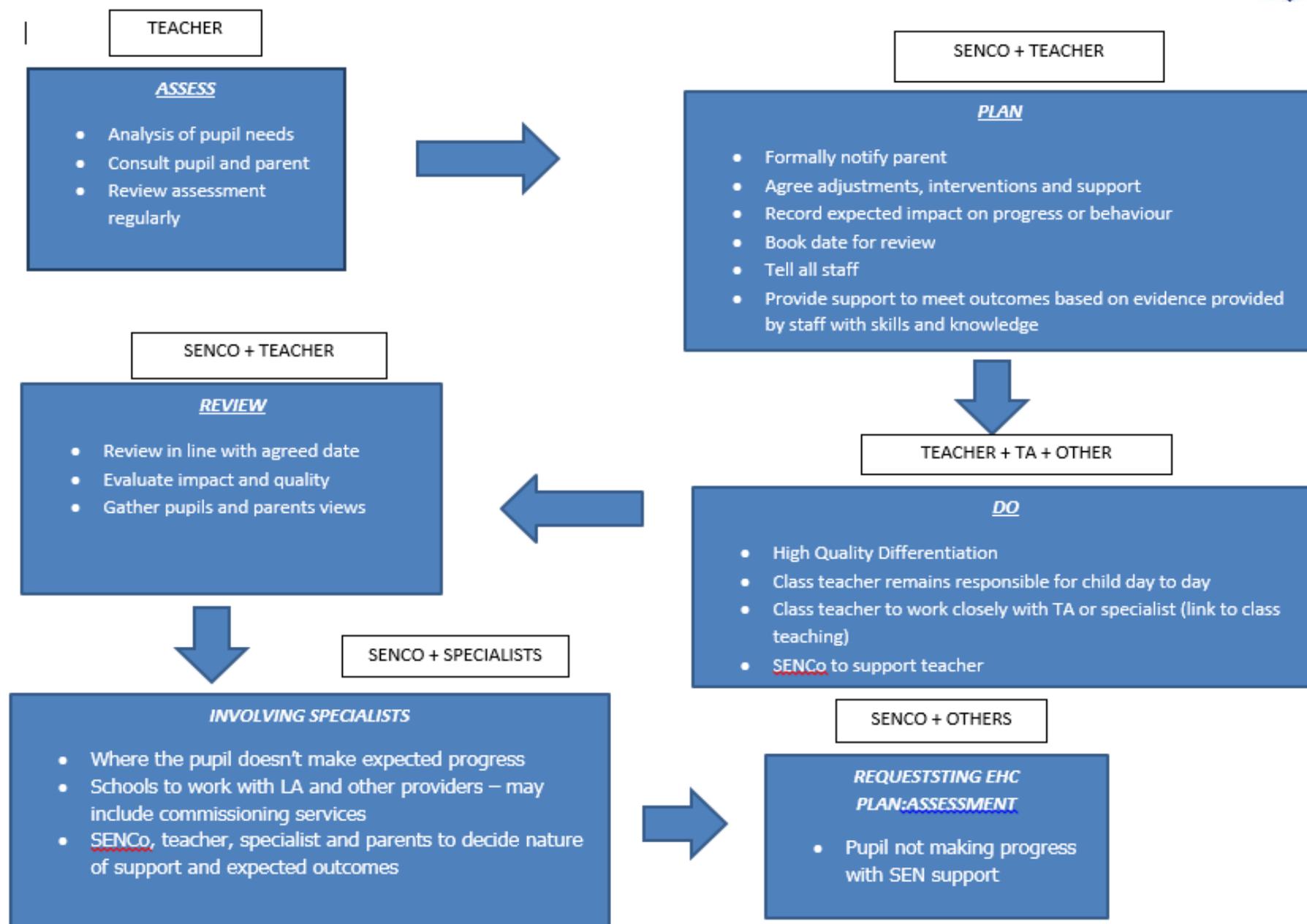
	<ul style="list-style-type: none"> <li>• Autism team</li> <li>• Hearing-impaired service</li> <li>• Visually-impaired service</li> <li>• School nurse</li> <li>• Social services</li> <li>• Family Support Service</li> </ul> <p>We actively encourage experts to visit our school to review our practice and for them to offer advice to us on supporting our pupils with SEN.</p>
<p><b>How will we secure equipment and facilities to support pupils with SEN?</b></p>	<p>Advice is taken from education and health experts and we will endeavor to provide the best resources for our pupils, whether this is OT equipment or IT support.</p>
<p><b>How do we involve other organisations in meeting the needs of pupils with SEN and supporting their families?</b></p>	<p>We work closely with the SEN team at Barnet Council, the Educational Psychology department, local health trusts and private specialists. They are invited to attend annual reviews and transfer reviews and to share their advice and expertise with us.</p>
<p><b>How do we evaluate the effectiveness of our SEN provision?</b></p>	<p>The quality of teaching is the most important factor in ensuring all pupils make progress. We regularly review the quality of teaching in the school and ensure that teachers are able to identify how individual children learn best and what support they need.</p> <p>We test the effectiveness of our SEN provision by checking pupil progress and to see if the agreed goals and outcomes for a pupil are being met. We use our data monitoring process (Pupil Tracker) to collate, review and monitor individuals through the system. Where professionals from health or social services are involved with the child we will ask for their help to inform and review progress, to make sure that all those supporting the family are working together effectively.</p> <p>The SENCO and the Headteacher report regularly to Governors on the quality of SEN provision and the progress towards outcomes being made by pupils with SEN.</p>

	<p>Governors also consider the attainment data for pupils with SEN and compare it with the progress of other pupils and the progress of pupils in similar schools. This helps to ensure that the approaches used to meeting SEN are based on the best possible evidence and are having the required impact on progress</p>
<p><b>How do we handle complaints from parents of children with SEN about provision made at the school?</b></p>	<p>Complaints are handled seriously and sensitively. We will ensure that an appropriate forum for discussion is made available quickly for parents to share their concerns. Where necessary the Head Teacher will be involved in any discussions and a plan formulated to rectify the concerns.</p>
<p><b>Who can young people and parents contact if they have concerns?</b></p>	<p>The first contact should always be the class teacher. After that parents can contact our SENCO via the school office. Our SEN governor is Christine Fleming and she can also be contacted through the school office.</p>
<p><b>What support services are available to parents?</b></p>	<p>We endeavour to signpost parents to locally available help such as: Barnet Local Offer (see below for link), Kids in Sync (<a href="http://www.kidsinsync.com">www.kidsinsync.com</a>) and SENDIASS Tel: 020 8359 7637 Email: <a href="mailto:SendIASS@barnet.gov.uk">SendIASS@barnet.gov.uk</a></p>
<p><b>Where can the LA's Local Offer be found?</b></p>	<p>All Local authorities must publish a Local Offer, setting out in one place information about provision they expect to be available across education, health and social care for children and young people in their area who have SEN or are disabled. The Local Offer has two key purposes:</p> <ul style="list-style-type: none"> <li>• to provide clear, comprehensive and accessible information about the available provision and how to access it</li> <li>• to make provision more responsive to local needs and aspirations by directly involving disabled children and those with SEN and their parents, and disabled young people and those with SEN, and service providers in its development and review</li> </ul> <p>To find out more about the range of services on offer locally go to: Barnet Local</p>

	Offer: <a href="https://www.barnet.gov.uk/citizen-home/children-young-people-and-families/the-local-offer-and-special-educational-needs.html">https://www.barnet.gov.uk/citizen-home/children-young-people-and-families/the-local-offer-and-special-educational-needs.html</a>
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## St Theresa's Assess, Plan, Do Review Cycle





## Generic Whole School Provision Map

Cognition and Learning			Communication and Interaction	SEMH	Sensory and Physical Needs	Referrals and Adaptations	
Reading	Writing	Maths	Language and Communication	Social, Emotional and Behavioural	Physical development	Inclusion support	Classroom adaptations
Additional support (intervention teacher)  Additional in class support (TA)  Additional 1:1 reading  Toe by Toe Phonics Word Wasp Project X IDL	Additional Support (Intervention teacher)  Additional in class support (TA)  Re-Write handwriting scheme  1 <sup>st</sup> Class Writing (Pirate writing crew)	Additional Support (Intervention teacher)  Additional in class support (TA)  Numicon  Number Box  Catch Up Numeracy	Individual Speech and Language therapy with SLT  Speech and Language Groups  Talk Boost KS1	Social Skills Group  Grief Encounters  Health and Wellbeing Service  CAMHS  Pastoral Support	Occupational Therapy (direct therapy)  OT following up with TA  Gross/Fine Motor skills Groups  VI/HI/PD teacher support	EP Assessment  Referral to OT/Physio Service  Referral to SALT  Referral to Paediatrics  Liaison with Barnet Advisory teachers (IAT)  EWO/Attendance	Workstation  Individual timetable  Move n Sit cushion  Writing slopes  Pencil grip  Enlarged material Safe place Pencil Grips Laptops