

St Matthias School

SEN Information Report

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The kinds of SEN 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, processing difficulties, epilepsy
- Deaf Resource Base for students with a hearing impairment
- Moderate/severe/profound and multiple learning difficulties

Identifying pupils with SEN 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 SEN.

When identifying pupils as having SEN we will use information from:

- Liaison with feeder primary schools
- Secondary schools for in-year transfers
- Alternative provisions
- In school assessments
- Discussions with class teachers, form tutors and heads of year
- Observations/advice and data analysis
- Observations/assessments by the on-site Educational Psychologist
- Liaison and assessment from external agencies

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.

SEN Provision Waves



W3
(Few)

Specialist Intensive Support

Some students will require a personalised approach offering a programme that is tailored to their specific needs.



Students are not on track

W2
(Some)

Targeted Small Group and One to One Interventions

Some students will require additional support.

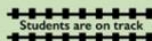


Students are not on track

W1
(Most)

Quality First Teaching For All

The majority of students achieve well through high quality classroom teaching and effective whole school policies targeted for all learners needs.



Students are on track

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 SEN support.

A pupil with an EHC plan or who is put forward for an EHC assessment will need an EHA – Early Help Assessment

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 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 and 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.

Our approach to teaching pupils with SEN

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 interventions according to the identified needs of the pupil. Examples of this may include:

- Differentiated curriculum
- Reading support
- Toe by Toe Programme
- Precision teaching
- 1:1 or small group support

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, coloured overlays, visual timetables, larger font, radio aids, use of the iPads to support learning, reader pens, writing aids, visual aids and prompts 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 staff who are trained to deliver support for the pupils with a hearing impairment through BSL (British Sign Language)

We have a designated safeguarding team: Rachel Dickins, Jan Hemans, Debbie Hill, Siobhan Collis, Karine Hall-Crowley

We have an on-site Educational Psychologist: Liz Freeman

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

- Sensory Inclusion Service
- Speech and Language Service
- Outreach Services
- CAMHS
- School Nurse
- Gem Centre
- Counselling Service

Expertise and training of staff

Our SENCO has the National Qualification for Special Educational Needs and is a qualified Teacher of the Deaf.

In the last academic year, staff have been trained in British Sign Language, differentiation, questioning, memory and retention of information, physical intervention, safeguarding, and PREVENT.

We use specialist staff for pupils with a hearing impairment.

Securing equipment and facilities

Wherever possible, we provide equipment to meet the needs of our pupils such as fidget tools, wobble cushions, ear defenders, handwriting pens, coloured books, enlarged exercise books. Use of the lift is available for pupils who require it.

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 termly
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans

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

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

All pupils are encouraged to go on our residential trip(s).

All pupils are encouraged to take part in sports day/school plays/special workshops, etc.

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

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 SEN are encouraged to be part of the school council or to apply to become student ambassadors or prefects.

We have a zero tolerance approach to bullying.

Contact details of support services for parents of pupils with SEN

Wolverhampton Information, Advice and Guidance

<http://www.wolverhampton.gov.uk/article/4939/The-Information-Advice-and-Support-Service-for-special-educational-needs-and-disability>

Contact details for raising concerns or compliments

SENCO Mrs Charlotte Nock 01902 556400

The local authority local offer

Our local authority's local offer is published here: <http://www.wolverhampton.gov.uk/send>

Date of report: **October 2022**