



SEN Information Report

Part of the Herefordshire Local Offer for learners with Special Educational Needs and/or Disabilities (SEND)

Key People

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Welcome to our SEN information report which is part of the Herefordshire Local Offer for learners with Special Educational Needs and/or disabilities (SEND). 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 SEND. The information published must be updated annually.

Canon Pyon CE Academy is committed to being a highly inclusive environment which values all members of the school community. This local offer has been produced with pupils, parents/carers, governors, and members of staff.

On the next few pages, you will be able to find out how we help children at our school who may need additional support to help them to succeed.

The Local Offer

The Children and Families Act (2014) requires all local councils to set out a 'local offer' of the support available to assist children and young people, aged from birth to 25 years of age (and their families) who are disabled and/or have special educational needs.

The local offer should include information about:

1. Education, health and social care services from birth to 25 years of age
2. Eligibility criteria to access specialist support services
3. The support arrangements available to help you access the services you need
4. How to make a complaint

The Local Offer is a one-stop-shop for parents, carers, family members and practitioners working with families to find the information they want about support and services for children with special educational needs and disabilities.

You can view Herefordshire's local offer here:

<https://www.talkcommunitydirectory.org/localoffer>

A Graduated Response

At Canon Pyon CE Academy, we have adopted a graduated response to meet the needs of pupils with Special Educational Needs and/or Disabilities (SEND) which is in line with the policy of the Local Authority and the Code of Practice (July 2014).

Stage 1

All children are facilitated to do their best through the use of Quality First Teaching. The class teacher is responsible and accountable for the progress and development of all the pupils in their class - including where pupils access support from teaching assistants or specialist staff. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. This will sometimes be referred to as targeted support.

At this stage, your child may be offered additional support in the form of an intervention designed to accelerate their progress or 'boost' their learning. Not all children who take part in these interventions will be identified as having SEN at this stage.

"SMALLEST OF ALL THE SEEDS BECOMES THE GREATEST OF TREES."

MATTHEW 13:31-32

Any additional needs or support will be discussed with parents at the earliest opportunity.

Stage 2

If, following targeted support, your child has still not made expected progress, it may indicate they require 'additional and different' support. Their class teacher will consult with the school's Special Educational Needs Coordinator (SENCO) who will offer advice on how to support your child further and may carry out assessments to identify any possible barriers to learning.

It is at this stage when pupils will be placed on the SEN Register and a Pupil Passport will be provided which will detail the specific provision being made for them.

Parents will be given the opportunity to meet with the class teacher and SENCo to discuss their child's needs and any concerns. This will also be a useful opportunity to explore possible options for further assessment and the provision available.

Stage 3

When steps have been taken for provision under Stages 1 and 2 but the pupil has not progressed as expected, the school will consider taking steps under Stage 3.

The SENCo will consider making arrangements for referral to an outside agency to further gather information and conduct their own assessments to support the planning and delivery of further provision. The SENCo will be responsible for monitoring that the advice of outside agencies is being followed, and will liaise with the agencies when required.

Parents will be invited to a meeting with the SENCo prior to outside agencies being contacted. Once consent has been given, parents will often also be invited to meet the individual who comes into school to work with their child.

Stage 4

When expert advice has been sought and followed but expected progress has still not been made, stage 4 involves considering requesting an Education, Health and Care Plan (EHCP).

'The purpose of an EHCP is to make special educational provision to meet the special educational needs of the child or young person, to secure the best possible outcomes for them across education, health and social care and, as they get older, prepare them for adulthood.' (SEN Code of Practice 2014).

An EHCP can be requested by; a child's parent; a young person over the age of 16 but under the age of 25; a person acting on behalf of a school, ideally with the knowledge and agreement of the parent or young person, where possible.

Further advice regarding EHCPs, and the process of requesting an assessment for one, can be sought from the school, the Local Authority and the Special Educational Needs and Disabilities Information Advice and Support Service (SENDIAS).

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SEN Code of Practice (2014)

The Code of Practice (2014) has identified four broad areas of need for schools to use to review and manage provision for children who require special educational provision, that is, in addition to the Quality First Teaching that all children will receive from their class teachers:

1. Communication and Interaction
2. Cognition and Learning
3. Social, emotional and mental health difficulties
4. Sensory and/or physical needs

Below you will find information describing some of the ways in which we may support each area.

Communication and Interaction

- Interventions from the Speech and Language Service
- Implementation of specialised programmes by trained teaching assistants
- Use of PECs

Cognition and Learning

- Small guided group support by teacher and/or teaching assistants and/or SENCo
- Nessy Reading and Spelling
- My Maths
- Precision Teaching
- Ed Shed Spelling
- Multi-sensory learning

Social, Emotional and Mental Health Difficulties

- Use of school's behaviour policy
- Social stories
- Worry box
- Alternative curriculum provision, where necessary
- 1:1/small group support, where appropriate
- Visual timetable
- Playtime buddies
- Support for parents

Sensory and/or Physical Needs

- Support session from Occupational Therapy and/or Physiotherapy teams
- Sessions planned by OT/Physio delivered by trained staff
- Specialist equipment e.g. wedges, writing slopes, pencil grips, overlays, magnifiers etc.

The school also works closely with outside agencies who can provide support to learners. These include:

- Educational psychologist
- Speech and Language team
- Physiotherapy team
- Occupational therapy team
- Child and Adolescent Mental Health Services (CAMHS)

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- Young carers
- Behaviour support team
- Inclusion team
- Hereford SENDIAS
- Local Authority SEN team

Early Help Assessment

Early Help Assessment (EHA) helps children, young people and their families to get the help they need at the right time. The purpose of this is to try and support pupils and their families, particularly when there is a wide range of family issues.

Transition

The SENCo is responsible for planning all transitions for pupils with SEN – regardless of when these occur during the child’s school career.

If a child is moving to a different educational setting, the SENCo will ensure the SENCo of the new setting is fully informed of any additional needs of any children. This meeting may also involve the parents, teachers or any specific support staff involved with the child.

When moving to secondary school, the SENCo will be involved with the transition process of SEN pupils and will ensure their new school is fully aware of any additional needs.

Towards the end of the academic year, carefully planned transitions take place between year groups at the end of every school year which involve a handover meeting between current and prospective teachers to fully discuss children’s needs.

Complaints

If for any reason you feel you have a complaint regarding the provision made at the school, please contact:

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