



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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Introduction

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. We offer a range of provision, structured around the individual needs of the pupil, which enables them to achieve their best, develop their skills and become happy and resilient learners.

SEND at Canon Pyon CE Academy

The table below details numbers of pupils with SEND nationally compared to Canon Pyon CE Academy.

	National %	Canon Pyon CE Academy %
Pupils with EHCP	4	2.7
Pupils on SEND Support (inc. EHCP)	12.6	19.5

The table below details characteristics of those on SEND Support (inc. EHCP).

	National %	Canon Pyon CE Academy %
Boys	63.5	78.6
Girls	36.5	21.4
Free School Meals (FSM)	36.4	14.3
English as an Additional Language (EAL)	15.4	0

The table below indicates the primary needs of the current SEND pupils at Canon Pyon.

	% of Canon Pyon's SEND Support Register
Cognition & Learning	42.8
Communication & Interaction	57.2
Social, Emotional & Mental Health	0
Sensory & Physical	0

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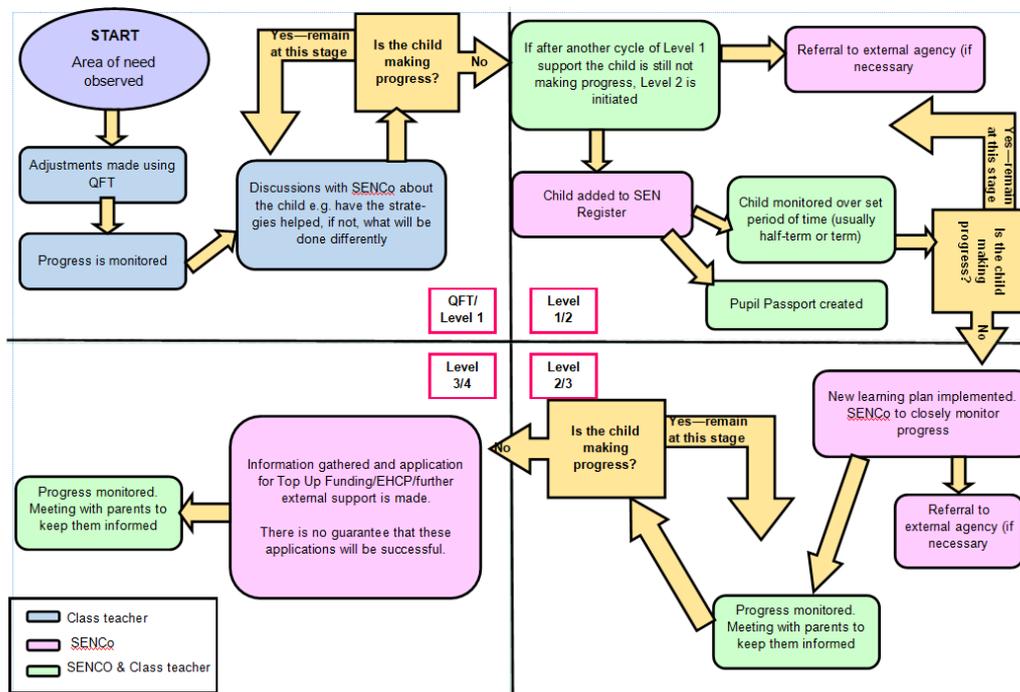
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Identification of SEND

All children are closely monitored by their class teacher and progress is continually reviewed. If a child does not make adequate progress or is observed to be unable to access the regular curriculum after making reasonable adaptations, extra support or provision is put in place. For pupils starting the school, we gather information from any previous settings and conduct our own internal assessment to establish their personal needs. In addition to this we encourage parents and/or pupils to meet with the class teacher if they have any worries.

The Graduated Approach

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



Level 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.

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

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Level 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.

Level 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.

Level 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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Teaching and Learning

The teachers at Canon Pyon have the highest possible expectations for all pupils, including those with SEND. All teaching is based on building on what your child already knows, can do and can understand.

Different ways of teaching are in place so that your child is fully involved in learning in class. This may involve things like using more practical learning, adapting their physical environment, providing appropriate/specific resources, making changes to teaching styles or varying the level of adult support.

Specific strategies (which may be suggested by the SENCo and/or external agency advisory staff) are in place to support your child to learn. These can be personalised such as for example visual timetables, 'now/next' boards, sloping boards or making the classroom environment more conducive to learning for all pupils with SEND. Our Curriculum is ambitious and designed to engage and enable all pupils to learn.

The SENCo regularly and carefully reviews the quality of teaching and how children with SEND are catered for. They do this by conducting learning walks, analysing books, talking with children/staff, progress data analysis, lesson observations and via discussion at staff meetings. All information is used to form an annual action plan that is centred on school improvement. This is done alongside the school's leadership team.

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

- Access to private Speech & Language Therapist employed by the school
- Interventions from the NHS Speech and Language Service
- Use of PECs/symbols
- Use of technology e.g. iPads

Cognition and Learning

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

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Social, Emotional and Mental Health Difficulties

- Use of school's behaviour policy
- Emotional Literacy Support (ELSA) sessions with trained member of staff
- 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)
- Young carers
- Behaviour support team
- Inclusion team
- Hereford SENDIAS
- Local Authority SEN team

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.herefordshire.gov.uk/localoffer>

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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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