



# Special educational needs (SEN) information report

Review period:	Annually
Policy status:	Statutory
Lead on policy:	Mrs Riley
Date of Local Academy Council Approval:	
Date for Review:	September 2024

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The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how SEND support works in our school.

If you want to know more about our arrangements for SEND, read our SEND policy also on our website (insert link here)

The Academy of St Francis of Assisi is committed to inclusive learning. We believe that it is the right of every student, including those with Special Educational Needs, to learn and experience high quality teaching. It is through learning that our students will be empowered to achieve and lead successful, fulfilled lives. Our aim is to grow successful confident individuals capable of leading successful lives by valuing life-long learning.

Our objectives are:

- All students are able to make progress academically, socially and emotionally.
- All students have access to a broad and well balanced curriculum with high quality teaching that is adapted to support individual needs.

**Note:** If there are any terms we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

## 1. What types of SEN does the school provide for?

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Our school provides for pupils with the following needs:

AREA OF NEED	CONDITION
Communication and interaction	Autism spectrum disorder
	Speech and language difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
	Severe learning difficulties
Social, emotional and mental health	Attention deficit hyperactive disorder (ADHD)
	Attention deficit disorder (ADD)
	Tourette's Syndrome
	Obsessive compulsive disorder (OCD)

<b>Sensory and/or physical</b>	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment (Cerebral Palsy)

## **2. Which staff will support my child, and what training have they had?**

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Our SENCO is Mrs Laura Riley.

Full time SENCO and does not have a teaching allocation at this current time.

She has 3 years' experience in this role. Previously Mrs Riley was Assistant SENCO for 2 years and is a qualified as a classroom teacher

Mrs Riley achieved the National Award in Special Educational Needs Co-ordination in 2020.

Other relevant training include: Drama/RE BA Honours degree and PGCE. Mrs Riley is also currently completing a SALT (Speech and Language course) with School Improvement Liverpool. This will be completed in February 2024.

Mrs Onslow is currently completing the National Award in Special Educational Needs Co-ordination.

### **SLT Links**

Deputy Headteacher / Strategic link for SEN – Ms Teresa Bleasdale

Associate Assistant Headteacher / Line manager for SEN – Mrs Clare Onslow

### **Class/subject teachers**

All of our teachers receive in-house SEN training, and are supported by the SENCO to meet the needs of pupils who have SEN.

Staff have taken part in SEN training for the following: ADHD, ASD, Dyslexia, Dyscalculia, Visual Impairment, Sleep training, general adaptation for SEN and high quality teaching for SEN.

### **Learning Support Coordinators (LSCs)**

We have 2 LSCs: Mrs Dawn Defferd (ELSA, Screening for dyslexia and dyscalculia, intervention coordinator)

Mrs Amanda Gamble (EAL coordinator, intervention groups, teaching of EAL students)

### **Learning Support Assistants**

We have a team of 11 LSAs who are trained to deliver SEN provision and interventions including: General SEN support/in class support, social stories, literacy/numeracy groups, Lexonik reading groups, gross motor skills group and sensory circuit.

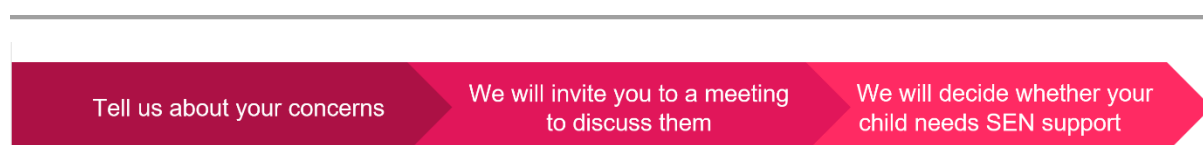
In the last academic year, as well the training that all staff have received for SEND, LSAs have been trained in: Sensory circuit development, Processing, Lexonik Leap

### External agencies and experts

Sometimes we need extra help to offer our pupils the support that they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families. These include:

- Speech and language therapists
- Educational psychologists
- Occupational therapists
- GPs or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services and other LA-provided support services
- Voluntary sector organisations
- Sensory service

### 3. What should I do if I think my child has SEN?



<p>If you think your child might have SEN, the first person you should tell is your child's teacher.</p> <p>Please contact teacher via email or school main phone number.</p> <p>They will pass the message on to our SENCO, Laura Riley will be in touch to discuss your concerns.</p> <p>You can also contact the SENCO directly on <a href="mailto:rileyl@asfa.allsaintsmat.org">rileyl@asfa.allsaintsmat.org</a> or phone 0151 260-7600 Ext 642</p>	<p>We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are.</p> <p>Together we will decide what outcomes to seek for your child and agree on next steps.</p> <p>We will make a note of what's been discussed and add this to your child's record. You will also be given a copy of this.</p>	<p>If we decide that your child needs SEN support, we will formally notify you in writing and your child will be added to the school's SEND register.</p>
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### 4. How will the school know if my child needs SEN support?

All our class teachers are aware of SEN and are on the lookout for any students who aren't making the expected level of progress in their schoolwork or socially. This might include reading, writing, number work or not meeting expected targets.

If the teacher notices that a student is falling behind, they try to find out if the student has any gaps in their learning. If they can find a gap, they will adapt and advise the student further to make progress. Students who don't have SEN usually make progress quickly once the gap in their learning has been filled.

If the student is still struggling to make the expected progress, the teacher will talk to the SENCO, and will contact you to discuss the possibility that your child has SEN.

The SENCO will speak to the named student and may observe them in the classroom and in the playground to see what their strengths and difficulties are. They will have discussions with your child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. In our school we call this a Round Robin. They will also compare your child's progress and development with their peers and available national data.

The SENCO will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.

Based on all of this information, the SENCO will decide whether your child needs SEN support. You will be told the outcome of the decision via a telephone conversation or meeting and all notes will be logged under communications on Arbor.

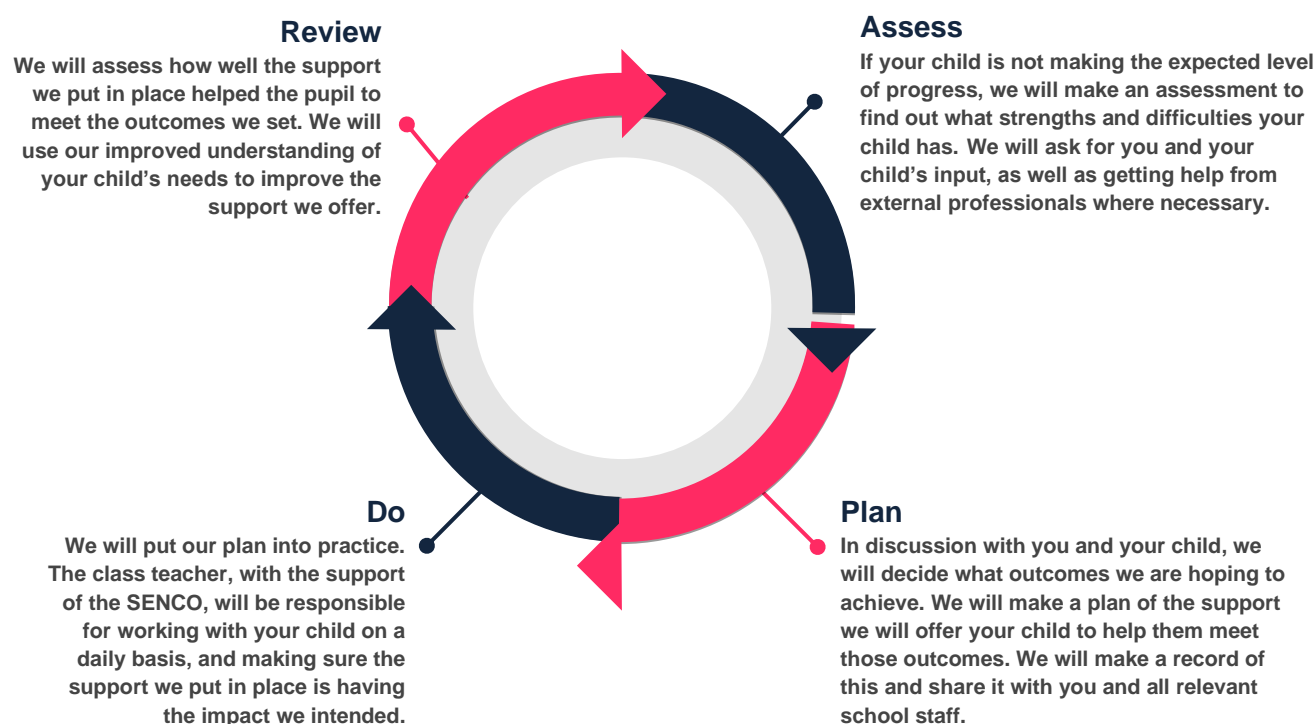
If your child does need SEN support, their name will be added to the school's SEN register, and the SENCO will work with you to create a SEN Pupil Passport for them.

## 5. How will the school measure my child's progress?

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We will follow the 'graduated approach' to meeting your child's SEN needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a student has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

## **6. How will I be involved in decisions made about my child's education?**

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We will provide termly reports on your child's progress.

Your child's class/form teacher will meet you during an annual parents evening: Additionally we invite parents/carers to other events and evenings to discuss academic and pastoral progress in school.

These meetings focus on the following:

- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

The SENCO will always attend these meetings to provide extra support.

We know that you're the expert when it comes to your child's needs and aspirations. So we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEN support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and you will be given a copy.

If you have concerns that arise between these meetings, please contact your child's class/form teacher on school email or main school phone number.

## **7. How will my child be involved in decisions made about their education?**

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The level of involvement will depend on your child's age, and level of competence. We recognise that no 2 children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Prepare a presentation, written statement, video, drawing, etc.

Discuss their views with a member of staff who can act as a representative during the meeting

Complete a survey

## 8. How will the school adapt its teaching for my child?

Your child's teachers are responsible and accountable for the progress and development of all the students in their class.

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will differentiate (or adapt) how we teach to suit the way the pupil works best. There is no '1 size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

These adaptations include:

- Differentiating our curriculum to make sure all students are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, scaffolds etc
- Teaching assistants will support pupils on a 1-to-1 basis when highlighted in an SEN plan
- Teaching assistants will support pupils in small groups when identified as needing extra support more than adaptation from the classroom teacher.

We may also provide the following interventions:

AREA OF NEED	CONDITION	HOW WE SUPPORT THESE PUPILS
<b>Communication and interaction</b>	Autism spectrum disorder	Visual timetables Social stories Check in staff
	Speech and language difficulties	Speech and language therapy
<b>Cognition and learning</b>	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	Writing slopes Laptops Lexonik Leap phonics programme Literacy/numeracy groups



	Moderate learning difficulties	
	Severe learning difficulties	
<b>Social, emotional and mental health</b>	ADHD, ADD	Quiet workstation Fidget aids
	Adverse childhood experiences and/or mental health issues	Smaller classes Sensory circuit
<b>Sensory and/or physical</b>	Hearing impairment	Microphone support
	Visual impairment	Limiting classroom displays Paint to aid movement around the building
	Multi-sensory impairment	Gross motor skills group
	Physical impairment	Lift pass

These interventions are part of our contribution to Liverpool City Council local offer.

### 9. How will the school evaluate whether the support in place is helping my child?

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We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their goals each term
- Reviewing the impact of interventions after 6 weeks
- Using student voice/surveys
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding an annual review (if they have an education, health and care (EHC) plan)
- Team around the School meetings (TAS)
- SENCO team meeting with LSAs/LSCs

### 10. How will the school resources be secured for my child?

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It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- More learning support assistant hours
- Further training for our staff
- External specialist expertise

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

The school will cover up to £6,000 of any necessary costs. If funding is needed beyond this, we will seek it from our local authority.

### **11. How will the school make sure my child is included in activities alongside students who don't have SEND?**

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- All of our extra-curricular activities and school visits are available to all our students, including our before and after-school clubs.
- All students are encouraged to go on our school trips, including residential trips
- All students are encouraged to take part in PE, sports days, drama workshops and theatre visits.
- No student is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure that they can be included.

### **12. How does the school make sure the admissions process is fair for pupils with SEN or a disability?**

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In our admissions process, the 2<sup>nd</sup> highest category for a year 7 place is: **Children with professionally supported exceptional medical or exceptional social need.**

Applicants wishing to be considered under this criterion should submit documentary evidence with the preference form by the closing date. The Academy's Admissions Officer/Committee will review the evidence and if necessary seek further advice from relevant educational, medical or social care professionals. A decision will be made as to whether your application falls under this criterion based on the evidence supplied. If your circumstances change after the closing date or you require further advice or assistance please contact the Academy.

The term 'Exceptional Medical Need' means that the child's health and welfare would be best served if they attended the Academy. Parents would need to provide medical evidence in the form of a letter or report from a doctor to support their case. They would have to establish that the Academy was the best / only school to serve their child's needs. They would also need to state why other schools could not provide the appropriate support for their child.

The term 'Exceptional Social Need' means that the child's welfare would be best served if they attended the Academy. Parents would need to provide evidence in the form of a letter or report from a social worker or other

### **13. How does the school support pupils with disabilities?**

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For students with disabilities we provide the following in school to help them achieve and flourish:

- Environment assessor is invited into school to look at any adaptations necessary
- Work with external agencies such as Sensory Services who will provide any additional devices a student may need: such as microphones/teacher microphones.

- We will also work closely with Occupational Therapists (OT's) who assess students and provide reports.
- Speech and Language will also be contacted and daily strategies are sent to be used.
- Lift passes are provided for students with physical disabilities
- Passes for time out or to leave lesson slightly earlier than other students are also provided for those who the SEND team feel is necessary.

#### **14. How will the school support my child's mental health and emotional and social development?**

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We provide support for pupils to progress in their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the school council
- Pupils with SEN are also encouraged to be part of break and lunchtime clubs to promote teamwork/building friendships
- We provide extra pastoral support for listening to the views of pupils with SEN by conducting regular student voice, through SEN support clubs and via The Hive.
- We run a nurture club for pupils who need extra support with social or emotional development. This is in a designated classroom each break and lunch.
- We have a 'zero tolerance' approach to bullying. We prevent bullying in the school by many means including: Agents for Change programme, daily analysis of bullying logs on Arbor and how they have been resolved and dealt with, regular assemblies, form time and PSHE resources which help to educate and eradicate bullying within school.

#### **15. What support will be available for my child as they transition between classes or settings or in preparing for adulthood?**

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##### **Between years**

To help pupils with SEND be prepared for a new school year we:

- Ask both the current teacher and the next year's teacher to attend final meeting of the year when the pupil's SEN is discussed
- Ensure all SEN passports are up to date and pinned onto Arbor so that new staff are aware of needs
- Invite parents/carers into school for meetings to discuss current provision and next steps.

##### **Between schools**

When your child is moving on from our school, we will ask you and your child what information you want us to share with the new setting. This may be an in year transfer or at the end of Key Stage 4, during the end of Year 11 if they move onto a Sixth Form or college.

##### **Key Stage 2 to 3 Transition**

The SENCO of the primary school meets with our SENCO to discuss the needs of the incoming pupils near the end of the summer term.

We arrange meetings with the parents of incoming pupils to discuss how we can best welcome their child into our community.

We have a transition evening where parents can discuss any concerns with the SENCO

We have a bespoke SEN transition day during the summer term so that all new students familiarise themselves with our setting and get to meet the SEND team and other SEND students.

We set up new pupils with a buddy from a different year group to help them get settled in and make friends.

### **Onto adulthood**

We provide all our pupils with appropriate advice on paths into work or further education.

We work with the pupil to help them achieve their ambitions, which can include goals in higher education, employment, independent living and participation in society.

## **16. What support is in place for looked-after and previously looked-after children with SEN?**

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Ms Onslow will work with Mrs Riley, our SENCO, to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

## **17. What should I do if I have a complaint about my child's SEN support?**

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Complaints about SEN provision in our school should be made to the SENCO in the first instance. They will then be referred to the school's complaints policy (See website under 'Trust Policies')

If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).

If you feel that our school discriminated against your child because of their SEND, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: <https://www.gov.uk/complain-about-school/disability-discrimination>

You can make a claim about alleged discrimination regarding:

- Admission
- Exclusion
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

For further information contact Liverpool City Council for details.

## **18. What support is available for me and my family?**

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If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at the Liverpool City Council website under SEN provision for more information. Alternatively follow the links below for our local offers.

<https://liverpool.gov.uk/schools-and-learning/special-educational-needs/send-local-offer/> Liverpool

<https://www.knowsleyinfo.co.uk/categories/knowsley-local-offer-send> Knowsley

<https://www.sefton.gov.uk/localoffer> Sefton

National charities that offer information and support to families of children with SEND are:

[IPSEA](#)

[SEND family support](#)

[NSPCC](#)

[Family Action](#)

[Special Needs Jungle](#)

## 19. Glossary

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**Access arrangements** – special arrangements to allow pupils with SEND to access assessments or exams

**Annual review** – an annual meeting to review the provision in a pupil's EHC plan

**Area of need** – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.

**CAMHS** – child and adolescent mental health services

**Differentiation** – when teachers adapt how they teach in response to a pupil's needs

**EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.

**EHC plan** – an education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.

**First-tier tribunal/SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND

**Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil

**Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind

**Local offer** – information provided by the local authority which explains what services and support are on offer for pupils with SEN in the local area

**Outcome** – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment

**Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability

**SENCO** – the special educational needs co-ordinator

**SEN** – special educational needs

**SEND** – special educational needs and disabilities

**SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND

**SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN

**SEN support** – special educational provision which meets the needs of pupils with SEN

**Transition** – when a pupil moves between years, phases, schools or institutions or life stages