



SEN information report: St. Dominic's Priory School

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<p>What types of SEN do we provide for?</p>	<p><i>We have a range of needs based on our current pupils, as listed below: Medical (Radial Dysplasia, Congenital Hypothyroidism, Cerebral Palsy) Dyslexia, Autism Spectrum Disorder, weakness in phonological processing, Speech and language needs, Numeracy, Phonics and spelling</i></p>
<p>How do we identify and assess pupils with SEN?</p>	<p><i>All new pupils are observed and assessed when they attend two day "taster days" and any reports etc received from previous schools or agencies. If required, the school SENCO will also visit previous schools to observe pupil in their current setting. Provision is agreed and ensured it can be delivered before a pupil is accepted into the school. GLS assessment are completed annually on all pupils and this also has built in cognitive and dyslexia tests which often help to highlight any pupils needs or issues. This along with teacher observation highlights any current or new provision that needs to be addressed for a pupil and this is either met in-house or additional external support is sought.</i></p>
<p>Who is our special educational needs co-ordinator (SENCO) and how can he/she be contacted?</p>	<p><i>Currently the headteacher is the Senior SENCO and Sarah Shelton is the Primary SENCO and Lauren Waddington oversees any provision in our Nursery.</i></p>
<p>What is our approach to teaching pupils with SEN?</p>	<p><i>Our approach varies with each individual child; where appropriate we aim to put provision in place so the pupil can remain in class and access the same teaching as the other pupils. On some occasions, additional support is provided where pupils will be taken out of class to work on a specific program of study or receive more professional support for their needs.</i></p>
<p>How do we adapt the curriculum and learning environment?</p>	<p><i>We have teaching assistants in both the Primary and Senior school who support pupils in class with the instruction and guidance of teachers. They also may take pupils out of lessons to support them specific programs such as Toe by Toe and IDL dyslexia support program is used across the school or with basic Numeracy. Use of coloured glasses, reading rulers and coloured paper are also used, adapted handouts and instructions etc. (Within SEND folder please see seating plans and provision made for each pupil by year group or subject) For pupils with more physical needs support is in place such as adapting the site to aid safe mobility as well as room timetabling. (See accessibility plan within SEND folder)</i></p>

<p>How do we enable pupils with SEN to engage in activities with other pupils who do not have SEN?</p>	<p><i>As we are a small school and have small class sizes it is easy for all of our staff to know the needs of every pupil. SEN needs are taken into consideration for classwork, trips and any extra-curricular activities to ensure that ALL children gain full access to the lesson or activity in hand. This could be something like simply thinking where the child should sit or how they could be prepared for that activity so as to arranging personal one-to-one support for the duration of that particular activity. It may involve organizing laptops to support writing, or alternative furniture for pupils. We arrange many group and team-building activities throughout all lessons and activities to ensure children work, play and learn together.</i></p>
<p>How do we consult parents of pupils with SEN and involve them in their child's education?</p>	<p><i>Once a child's needs have been assessed either on entry or during their time with us meetings are held with parents and SENCo to discuss a proposed plan. These are reviewed termly and communication is maintained between all parties to ensure that if any changes or recommendations need to be made all are involved in the decision. An annual review will be completed..</i></p>
<p>How do we consult pupils with SEN and involve them in their education?</p>	<p><i>Pupils are always involved in decision making when it comes to their needs, they will help to decide on set targets and these will be self-reviewed with them as well as reviewed by their teachers and parents. Frequent Q+A and reflection is used to ensure pupils are happy with any intervention or support in place and their feedback helps to inform their "next step" and measure of progress. Their comments and feedback are also included in the Annual Review.</i></p>
<p>How do we assess and review pupils' progress towards their outcomes?</p>	<p><i>Formal assessments are made annually or termly such as reading age, phonics etc by the GLS assessments. However other, less measurable targets will be reviewed by the Senco in consultation with the other teachers, pupils and parents. Now we are slowly moving our data into an MIS system we hope to have more control and flexibility on measuring the progress of each intervention for our SEND pupils as well as measuring them against non-SEND pupils.</i></p>
<p>How do we support pupils moving between different phases of education?</p>	<p><i>At the end of each academic year the support for pupils is assessed and reviewed and then passed on with any additional recommendations to the next year group, senior school or 'next step'. We are extremely lucky as we are an all-through school so most of our pupils continue into our senior school so it is easy to not only pass on this information but they are mainly already known by the senior staff and constant consultation and advice can be sort even after the transition to the next phase has happened.</i></p>
<p>How do we support pupils preparing for adulthood?</p>	<p><i>Our pupils leave us at year 11 so still have some future preparation at another establishment before adulthood. However, we endeavor throughout their time with us to start to teach them valuable life skills that will aid them in adult life: getting on with others, organization and time management, awareness and understanding of other religions and cultures, careers information and experience, on top of the normal curriculum we offer extra-curricular clubs such as cookery, knitting, textiles, drama workshops.</i></p>

<p>How do we support pupils with SEN to improve their emotional and social development?</p>	<p><i>We as a school have a high focus on pastoral care for all our pupils. Some of our pupils with SEN struggle with making friends or with social interactions so we ensure they are supported and strategies are put in place to help them. For example; With Katy Wilcock we used a “buddy” system to help her be better organized with books and homework; her peers encouraged her to eat her lunch with them. She has also been encouraged to take up speech and Drama to help overcome her self-consciousness due to her slight lisp. She now attends LAMDA lessons and had a speaking part in our recent production. Other pupils like Emily and Miles have register responsibilities to reward them to focus on routines. For the Primary school we currently are using feeling cards, time out areas and social stories to encourage pupils to become more independent.</i></p>
<p>What expertise and training do our staff have to support pupils with SEN?</p>	<p>Primary SENCO - Sarah Shelton has attending the following training; Introduction to Dyslexia Action 13/02/12, Multisensory Teaching and Learning by Dyslexia Action 13/04/12, Leading on SEND provision in school ISA 05/10/15, understanding and maintaining emotional wellbeing in autism spectrum disorders by Ann Gallager 28/11/16.</p>
<p>How will we secure specialist expertise?</p>	<p>If specialist expertise is necessary, the Ed Psych will be contacted. We can refer via the GP or directly to the Ed Psych the school uses. Once a diagnosis is made then other teams can e consulted e.g. Autism Outreach. In some cases, teams can be contacted directly e.g. Speech and Language, Occupational Therapy. An Access Arrangements Assessor is used within the senior school.</p>
<p>How will we secure equipment and facilities to support pupils with SEN?</p>	<p>This is both funded by us and, in cases where a pupil has a n EHCP, we are given funds to support that child. These funds are spent on equipment and facilities as specified in the EHCP.</p>
<p>How do we involve other organisations in meeting the needs of pupils with SEN and supporting their families?</p>	<p>We use the services of a specialist assessor to provide evidence to access support for our SEN pupils in their external examinations which is achieved via Access Arrangements online. Responsibility of SEN Coordinator to meet with the relevant organization and make them aware of the needs of the relevant pupil. The SENCO will then ensure that all staff are aware of any recommendations made in the specific report.</p>
<p>How do we evaluate the effectiveness of our SEN provision?</p>	<p>Regular meetings with staff involved with the relevant pupil, at least termly will evaluate the IEP. This will show the effectiveness of the intervention. Individual targets will be evaluated to show the progress of the pupil during the set time, this are tracked against measurable criteria so that progress can be shown or interventions and targets changed if required. Tracking of pupil progress against none SENCO pupils is monitored and constantly updated and analyzed to inform pupil progress as well as what’s working and what needs improving.</p>

<p>How do we handle complaints from parents of children with SEN about provision made at the school?</p>	<p>We have few complaints as parents are consulted constantly re provision for their child so always are informed and have input. However, if we do receive a complaint we will meet with the parents to discuss their issues and in most cases reassure them or agree a change of provision that all parties are happy with. In some cases we might seek additional external advice to ensure the best provision is being obtained for the pupil in question.</p>
<p>Who can young people and parents contact if they have concerns?</p>	<p>Their first port of call would be the pupil's form teacher, so for a primary pupil they can speak to them at drop off or collection or email to arrange a meeting. For a senior pupil the parents can ring or email the form tutor to discuss or meet in person. This can then be referred to the Primary or senior SENCO or the deputy head for the senior school or the head of the primary school. Pupils have regular opportunities to review interventions and have a form tutor to speak to if they have any concerns. We also have a 'worry box' for pupils to seek confidential support with anything but as a small school pupils seem able to speak to staff re any worries.</p>
<p>What support services are available to parents?</p>	<p>Staffordshire County Council provide support on Special educational needs; https://www.staffordshire.gov.uk/education/welfareservice/SpecialEducationalNeeds/Special-educational-needs.aspx; Autism outreach provides support for parents.</p>
<p>Where can the LA's local offer be found? How have we contributed to it?</p>	<p>STAFFORDSHIRE County Council support for Special educational needs; https://www.staffordshire.gov.uk/education/welfareservice/SpecialEducationalNeeds/Special-educational-needs.aspx No we have not contributed to it as we are an independent school so are not invited to.</p>

