



## **SEND Information Report for PACE and Launchpad 2016 - 17**

**Part of the St Helens Local Offer for Learners with SEND – Completed in compliance with Regulation 51 and Schedule 1 of the Special Educational Needs and Disability Regulations**

### **Introduction**

Welcome to our SEND information report which is part of the St Helens Local Offer for learners with Special Educational Needs and 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.

At PACE and Launchpad we are committed to working together with all members of our school community. This local offer has been produced with pupils, parents/carers, governors, and members of staff. We would welcome your feedback and future involvement in the review of our offer, so please do contact us. The best people to contact this year are:

**Name of SEND Governor – Mr Paul Livesey**

**Name of SENCO – Mrs Rachel Guyer**

**Name of Headteacher – Mrs Denise Clayton**

If you have specific questions about the St Helens Local Offer please look at the St Helens Council Website. Alternatively, if you think your child may have SEN please speak to their Class Teacher / Learning Provider or contact Mrs Guyer, SENCO on 01744 677175

### **Our Approach to Teaching Learners with SEND**

At PACE and Launchpad we believe in participation for all. We want all adults and children to participate in learning and we celebrate all members of our community. We want to create an inclusive culture in our learning provisions and we aim to be more responsive to the diversity of children's backgrounds,

interests, experience, knowledge and skills.

We value high quality teaching for all learners and actively monitor teaching and learning in provision. We aim to create a learning environment which is flexible enough to meet the needs of all members of our school community. We monitor progress of all learners, and staff continually assess learners to ensure that learning is taking place. Our whole school system for monitoring progress includes regular pupil progress meetings.

**At PACE and Launchpad we aim to provide high quality education which is inclusive and equips learners for life- long learning. We strive to enable all learners to achieve their optimum potential.**

### **How we identify SEN**

At different times in their school career, a child or young person may have a special educational need. The Code of Practice defines SEN as:

**“A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:**

- (a) have a significantly greater difficulty in learning than the majority of others of the same age: or**
- (b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.”**

All our learners are identified as having SEN and we will provide provision that is 'additional to or different from' the normal differentiated curriculum, intended to overcome the barrier to their learning.

Learners can fall behind in school for lots of reasons. They may have been absent from school, they may have attended lots of different schools and not had a consistent opportunity to learn. They may not speak English very well or at all, they may be worried about different things that distract them from learning. At PACE and Launchpad we are committed to ensuring that all learners have access to learning opportunities, and for those who are at risk of not learning, we will intervene.

### **Assessing SEN at PACE or Launchpad**

The mainstream school will be the first to notice a difficulty with learning. At PACE and Launchpad we ensure that assessment of educational needs directly involves the learner, their parents/carer and of course their Teacher or Learning Provider. The Special Educational Needs Co-ordinator (SENCO) will also support with the identification of barriers to learning and strategies to support learners' progress.

For some learners we may want to seek advice from specialist teams. In our learning provision we have access to various specialist services. We have access to services universally provided by St Helens Council, which are described on the Local Offer website.

PACE and Launchpad work in partnership with:

Educational Psychology  
Speech and Language Therapy  
Counsellor  
Occupational Therapy  
CAMHS ( Child and Adolescent Mental Health Service)  
Barnardos  
Butterflies  
TAZ (Teenage Action Zone)  
Specialist Dyslexia Teacher  
EAL Teacher (English as an additional language)  
LASCS (Language and Social Communication Service)  
BIT (Behaviour Improvement Team)  
School Health  
YPDAAT (Young Peoples Drug and Alcohol Team)

### **What we do to Support Learners with SEND at PACE and Launchpad to access the Curriculum.**

Every teacher / learning provider is required to adapt the curriculum to ensure access to learning for all children in their class. The Teacher Standards 2012 detail the expectations on all teachers, and we at PACE and Launchpad are proud of our teachers and their development.

Our teachers and tutors will use various strategies to adapt access to the curriculum, this might include using:

- Visual timetables
- Writing frames
- I-pads, lap tops or other alternative recording devices
- Peer buddy systems
- Positive behaviour rewards system

Each learner is entitled to support that is 'additional to or different from' a normal differentiated curriculum. The type of support is dependent on the individual learning needs, and is intended to enable access to learning and overcome the barrier to learning identified. This support is regularly reviewed and modified.

Staff regularly attend and request CPD to extend their own knowledge and employ strategies to use in the classroom with regard to Special Educational Needs. We are able to access local authority training and also specialist professional training either by outreach work or in house staff meeting.

We have developed a non-bullying ethos at PACE and Launchpad whereby we understand, prevent and respond to bullying of children with SEN and disabilities. We ensure we eliminate disability-based discrimination and harassment.

## Funding for SEND

PACE and Launchpad can apply for additional funding from the Local Authority which is distributed through learners mainstream schools as 'top up' funding for learners who require support that exceeds that available to the school.

## How do we Find Out if this Support is Effective?

Monitoring progress is an integral part of teaching and leadership at PACE and Launchpad. Parents/carers, pupils and staff are involved in reviewing the impact of interventions for learners with SEND. We follow the 'assess, plan, do, review' model and ensure that parents/carers and children are involved in each step. Before any additional provision is selected to help a child, the SENCO, Teacher, parent/carer and learner, agree what they expect to be different following this intervention. A baseline will also be recorded, which can be used to monitor the impact of the provision.

Children, Parents/carers and their Teaching and Support Staff will be directly involved in reviewing progress. This review can be built in to the intervention itself, or it can be a formal meeting held at least once a term, where we all discuss progress and next steps. If a learner has an Education Health and Care Plan (EHCP) the same termly review conversations take place, but the EHCP will also be formally reviewed annually.

Progress data of all learners is collated by the whole school and monitored by Teachers, Senior Leaders and Governors.

All staff at PACE and Launchpad have regular training on the Equality Act 2010. This legislation places specific duties on schools, settings and providers including the duty not to discriminate, harass or victimise a child or adult linked to a protected characteristic defined in the Equality Act and to make 'reasonable adjustments.'

The Equality Act 2010 definition of disability is:

**"A person has a disability for the purposes of this Act if (s)he has a physical or mental impairment which has a substantial and long-term adverse effect on his ability to carry out normal day-to-day activities."**

Section 1(1) Disability Discrimination Act 1995

This definition of disability in the Equality Act includes children with long term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Children and young people may therefore be covered by both SEN and disability legislation.

## Preparing for the next step

Transition is a part of life for all learners. This can be transition to a new class in school, having a new teacher, or moving on to another school, training provider or moving in to employment. PACE and Launchpad are committed to working in partnership with children, families and other providers to ensure positive transitions occur.

Planning for transition is a part of our provision for all learners with SEND. Transition classes will be discussed with you and your child at their review meetings. Transition to secondary schools will be discussed in the summer term of their Year 5, to ensure time for planning and preparation.