



St. John's Catholic Primary School

SEND Information Report



Our Special Educational Needs and Disabilities Report

'We treat them differently, to make things the same.'

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Our school's approach to supporting pupils with SEND

St John's is a Roman Catholic Primary School for pupils aged 4 – 11. There are currently seven classes within our school, one per year group. At St John's, we provide an inclusive environment where learning is enjoyable and where children feel safe and happy. We know that every child is a unique individual and we encourage them to explore and develop their learning skills, grow with confidence and enthusiasm, learn how to accept responsibility and, very importantly, strive to reach their full potential.

At St John's, differences of all kinds are celebrated and we promote an open and honest, informed environment where learning differences are actively celebrated in order to support the self-esteem of those who experience them. Our policy for Special Educational Needs and Disabilities requires that our staff are trained in the differences we will encounter. We are committed to High Quality Teaching approaches that enable our children to learn in a way that is best suited to their individual needs. We achieve this through a graduated approach of: reviewing progress, assessing individual needs, planning for those needs and subsequently teaching in a way that is wholly inclusive. We welcome visits from any prospective parents of children with SEND and hope that you find the following information useful.

Our Accessibility Plan details our intent to make our provision as wholly inclusive as possible and details our implementation of said plan.

Key Staff:

Miss Christina Derwas – Acting Headteacher

Mrs T Rix – SENCo

Mrs Rix has completed the NASENCo Award and holds a BA Hons in Teaching, Learning and Mentoring. Mrs Rix is the school's Designated Senior Lead for Mental Health and Wellbeing.

Telephone number 01746 762061

Email: sen.co@sjrc.co.uk

How we identify individual special educational learning needs

- When pupils have an identified special educational need or disability before they join our school, we work very closely with the people who already know them using the information already available to identify what the possible barriers to learning may be. Subsequent teaching is differentiated to the individual needs of the child.
- If you tell us you think your child has a Special Educational Need, we will discuss this with you and assess your child accordingly. Often these assessments will be carried out by the school, sometimes school seek advice from more specialised services (such as, Educational Psychology, Learning Support Advisory Service or Speech Therapy) we always share our findings with you and the next steps we need to take.
- If teachers feel that your child has a Special Educational Need this may be because they are not making the same progress as other pupils. The earlier we act and modify our provision, the sooner we can resolve concerns and help children towards success. We will observe your child's learning characteristics and how they cope within our learning environments, we will assess their understanding of what we are doing in school and where appropriate use tests to pinpoint what is causing difficulty. This will help us to decide what is happening and why. If school become concerned about your child, you will be contacted immediately by their class teacher or the school's Special Educational Needs & Disabilities Coordinator (SENCo) or the Headteacher.

Catering for different kinds of SEND:

Specific Areas of Need

Cognition and learning

Support for learning difficulties may be required when children and young people learn at a different pace than their peers, even with appropriate differentiation. Learning differences cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

How is teaching adapted to ensure curriculum access?

- Pupils are encouraged to work within small groups with the support of an additional adult.
- Pupils are given work which is carefully differentiated.
- Pupils are encouraged to use resources to support their learning such as word mats, phonic mats and a range of mathematical apparatus.
- Use of IT.
- Specific interventions are put into place.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

How is teaching adapted to ensure curriculum access?

- Multi-sensory teaching model including visual and kinaesthetic models and images.
- Black/white contrasts avoided where possible.
- We are a 'dyslexic friendly' school.
- Pupils receive specific interventions usually suggested by an outside agency e.g. LSAT/Educational Psychologist.

Communication and interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over

time. They may have difficulty with one, some or all the different aspects of speech, language or social communication at different times of their lives.

How is teaching adapted to ensure curriculum access?

- Language is simplified with shorter sentences or modified instructions
- Visual prompts and pictures are used
- Pre-teaching of new/key vocabulary
- Use of thinking time and talk partners to help expressive language

Autistic Spectrum Condition

Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others. Children and young people with PDA will need significant support and a bespoke curriculum delivery.

How is teaching adapted to ensure curriculum access?

Teachers receive training from outside agencies who specialise in ASD.

- Visual timetables are used within the classroom where appropriate and children are prepared in advance when there are changes to the routines.
- Now, next, then boards enable this to be broken down further into smaller steps.
- Appropriate adaptations for children with sensory difficulties.
- The anxiety levels of the pupils are monitored, and subtle intervention is put in place.

Social, Mental and Emotional Health

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating

disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Our SEMH policy defines and directs our commitment to our SEMH pupils and the difficulties they encounter.

How is teaching adapted to ensure curriculum access?

All staff receive training from outside specialists or trained staff in how to effectively help and support our vulnerable pupils.

- Consistent, clear and simple school rules
- Parents are aware of the behavioural expectations that we have so they can reinforce these at home
- Flexibility with classroom seating plans and lunchtime arrangements

Sensory and/or physical needs

Sensory and Physical Difficulties

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Children and young people with an MSI have a combination of vision and hearing difficulties.

Hearing Impaired

How is teaching adapted to ensure curriculum access?

- Pupils are encouraged to wear hearing aids if appropriate and these are monitored daily by trained staff subtly and sympathetically.
- Classroom seating arrangements are flexible to allow access for the pupil.

- Pupils are encouraged to ask for ideas to be repeated or to be explained again if they haven't heard or understood them.
- Working walls in the classroom allow pupils to refer to prior learning.
- The local Teacher of the Deaf is consulted and their recommendations implemented.

Visually Impaired

How is teaching adapted to ensure curriculum access?

- Pupils are encouraged to sit near the front of the classroom so they can clearly see any visual information that is displayed.
- Any information that is displayed on the ActivPanel is presented using a clear font and pupils have their own copy given in an appropriate size.

Physical Difficulties

Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

How is teaching adapted to ensure curriculum access?

- Pupils are encouraged to sit with the rest of their class or small groups.
- We have a range of wobble cushions available in school to support a comfortable seating position.
- Pupils are provided with resources such as specialist pencils/pens, pencil grips and iPads to record their work.
- When completing PE/Outdoor Learning pupils are encouraged to participate in the same way as their peers with the 1:1 support of an adult where appropriate.

Medical Conditions

The Children and Families Act 2014 places a duty on maintained schools and academies to make arrangements to support pupils with medical conditions. Individual healthcare plans will normally specify the type and level of support required to meet the medical needs of such pupils. Where children and young

people also have SEN, their provision is planned and delivered in a co-ordinated way with an Education Healthcare Plan (EHCP).

How we involve pupils and their parents/carers in identifying special educational needs and planning to meet them

- We are child and family centred so you can expect "no decision about me without me".
- When we assess Special Educational Needs we will discuss with you if your child's understanding and behaviour are the same at school and home; we take this into account and work with you so that we are all helping your child in the same way and helping them make progress.
- Where appropriate we will write and review individual progress of pupils. Meet and discuss with parents and carers. A copy of any records will always be available for you.
- We hold a meeting every term that allows all school staff, other professionals and family or carers involved with a child, to share information, celebrate progress and achievement and plan next steps.
- We use any homework to report and practice activities that are new and presenting a challenge to a pupil. If you have any concerns about homework please see your child's class teacher.
- Our staff are available to discuss any concerns you may have about your child, or to share information that either party feels would be useful to the other at a mutually convenient time.

How we use other adults in school to support pupils with special educational needs or disabilities

- Mrs Rix leads a team of talented support staff who are all trained to support pupils with a wide range of educational, social and emotional needs.

- Mrs Rix monitors termly progress
- Our SEN team are able to undertake small group work or one-to-one support as appropriate, to meet the needs of pupils with special educational needs or disabilities.
- The Headteacher holds Pupil Progress Meetings with class teachers to analyse pupil performance data termly, to ensure every child is making the best possible progress.

How we use specialist resources to support pupils with special educational needs or disabilities

- Our class teachers and teaching assistants make bespoke individual resources for pupils with special educational needs that support their specific learning outcomes and needs, and reflects the learning undertaken by their peers.
- We have a wide range of reading material (books, digital stories, newspapers) to appeal to both aural and visual learners, and specialist schemes to assist their learning.
- We have a wide range of IT equipment available to help motivate pupils and access learning. These include; iPads, laptops, microphones, programmable toys and talking tins.

We are also going to be one of the first schools in the country to trial a Tiny Tablet table – a very exciting and innovative approach to supporting all of our children.

- We use workstations, picture and symbol timetables and equipment such as countdown timers for pupils who need it.
- We seek advice and equipment from outside agencies as and when the need arises, such as specialist seating or handrails and steps in toilets.
- We use a range of software on our school IT system to help pupils engage with subjects they find difficult, to practise basic skills and work towards becoming independent learners.
- We use key rings containing Makaton signs on small cards to aid children with communication difficulties.
- We use a range of specialist equipment to support children with their gross and fine motor skills.

How we modify teaching approaches for individual pupils

- All our staff are trained in a variety of approaches which means that we are able to adapt to a range of SEND: – specific learning difficulties (including dyslexia, dyspraxia and dyscalculia); Autistic Spectrum Disorder; speech,

language and communication needs and behavioural, social and emotional difficulties.

- Our staff are able to use basic Makaton signs and some are trained to support pupils using British Sign Language.
- We are a dyslexia friendly school; visual timetables and clear labelling help children understand what activity or part of the day is next.
- We use a number of teaching methods that are adapted to the needs of both groups and individual pupils, including picture cue cards, objects of reference, intensive interaction and individual tasks.
- We are a very inclusive school. Wherever possible, children are taught alongside their peers in clear differentiated groups. Teachers adapt their teaching constantly in order to cater for their pupils' needs and plan individual timetables where necessary. When appropriate, staff are deployed to give children additional support in small groups outside of the classroom or to provide one-to-one support.
- All our staff are trained to adapt resources to either offer a greater level of support or to make learning more challenging so that every child is able to achieve their very best.
- We use additional schemes/materials so that staff can use these as a resource to ensure work is always at the right level for pupils with special educational needs or those who are more able.
- We run a number of intervention groups for children who need the additional support.

How we assess pupil progress. How we review this progress so that pupils stay on track to make at least good progress

- In the Early Years Foundation Stage ongoing assessment is an integral part of the learning and development process.
- We use Development Matters to track children through age band statements to the Early Learning Goals.
- In Key Stages 1 and 2 we use teacher assessment and formal testing to assess children's attainment. We use the Engagement Model to assess where appropriate.
- We track pupils' attainment and progress each term using the school's tracking system.
- Parents are consulted each term; notes are made of important points so that they can be revisited at further meetings where necessary.
- Parents of children with special educational needs are invited to a review meeting each term where we discuss progress. Specific outcomes are set in consultation with parents and other professionals involved in the care and education of the child.

- The Headteacher/Deputy Headteacher analyses the progress of every child each term and these results are discussed with class teachers. Each teacher plans targeted interventions for all children whose progress is causing concern.
- Staff and Local Authority meetings are used to assess and moderate pupils work and these are matched against national standards.

What extra support we bring in to help us meet SEN: - services; expertise. How we work together collaboratively.

- We can access support from specialist teachers and support staff for advice about accessing the curriculum and SEND related needs such as speech, language and communication; hearing impairment; visual impairment; behaviour related needs; severe learning difficulties and autism.
- Through the SEND funding school purchases this support.
- NHS specialist services also support certain children within school; speech and language therapy, occupational health, physiotherapist, early help advisors, child and mental health services.
- We get support from local authority services about training and policy.
- We liaise with the NHS school nurse regularly.
- Together we review your child's progress and agree what everyone will do to make teaching more effective and learning easier.

What other activities are available for pupils with SEN in addition to the curriculum?

- We have a breakfast club and an after school fun club with trained staff capable of looking after pupils with both special educational needs and disabilities.
- We run a variety of lunch-time activities, available for all children.
- We have a range of after-school clubs, sporting clubs that change over the year. Pupils with SEN are included and are offered one-to-one support where needed.
- We have off-site educational visits and visitors to the school who help to bring our curriculum to life. Pupils with special educational needs and disabilities are always included in these and we provide staff to support their full involvement if needed. We always choose enhanced school provision to be accessible by all.
- We run a number of social skills groups, such as, No worries, My Life and Reach for the Top.
- We are currently undergoing training for running Nurture Groups.

How we support pupils in their transition into our school and when they leave us

- Children who join our school in reception are welcomed into our school community with a pre-school visit by the reception class teacher and the SENCO where it is deemed appropriate. A series of child 'taster' sessions follows in the second half of the summer term in preparation for their September start.
- Our local authority provides an early years advisory teacher who supports children with SEND when they make the transition from their current setting to our reception class.
- Transition to each successive year group, is supported by meetings and a taster session in each new class.
- We liaise very closely with our partner secondary schools to ensure that the transition from our school to the secondary school is as smooth as possible.
- The secondary school SENCO meets with our year 6 teacher and SENCO to discuss the pupil's individual needs. Additional transition days are also arranged where necessary and support assistants accompany children to these.
- Parents and children who are joining our school mid-term are encouraged to visit the school before they start.
- We contact and receive information from the previous school to ensure a smooth and supportive start to life in our school.

How additional funding works

- Schools receive funding for all pupils with special educational needs and we are able to provide what pupils need from this (including equipment). The local authority will top-up funding for pupils with a high level of need.
- The school finance committee monitors and agrees the school budget for the year which includes SEND provision. Consideration is agreed at a full governors meeting in the summer term for the next financial year.
- Parents are able to have a say in how this is used. You will be told if this means you are eligible for a personal budget. This must be used to fund any agreed plan formulated by professional advisors, parents and school.

Where parents/carers can get extra support

- Our inclusive philosophy aims to support parents of children with special educational needs or disabilities so that their child's journey through our school is smooth, successful and anxiety free. Our practice is enhanced by your views, it is important that people listen to them and that you are satisfied with what happens as a result of our collaboration.
- The Shropshire Information and Advice Service (IASS) can offer advice and support to parents of pupils with special educational needs or disabilities. Parents are signposted to places where they can get additional advice and support.

What parents/carers can do if they are not satisfied with a decision or what is happening

- Our school operates an open-door policy. Your first point of contact is your child's class teacher, please ring or email the school office to arrange a meeting.
- In addition, our SENCO and Headteacher are here to listen to your concerns. We have a governor responsible for SEND who may be contacted through the school office. This is currently Mrs A Tait.
- If your complaint is with the local authority, contact school and the person who will log and track your complaint is the Headteacher.

Additional risk to SEND pupils of sexual harassment and violence

We acknowledge government statistics stating that our SEND pupils are more vulnerable to harassment and violence of a sexual nature. Guidance advises that primary pupils are at risk as well as older children. We meet these additional needs through following procedures as laid out in our safeguarding policy and referral to early help and social care. We lead informative, age-appropriate PSHE lessons that advise children of what is appropriate behaviour towards them and where to go if they are worried. Our children are encouraged to speak out if they are asked to do anything that makes them feel uncomfortable and they know that they can speak to trusted adults in school.

Local Authority Information – Shropshire

For information relating to all special educational and disability needs across the county, information can be accessed via Shropshire’s ‘Local Offer’. This is a single access point for a wide range of services across the county including schools, clubs and activities. Parents and interested individuals can use it to search for SEND services that may be of use. It can be accessed via this link: <https://shropshire.gov.uk/the-send-local-offer/>

Dated – November 23

Next review – November 2024

