



'The JOY of The Lord is Your Strength' (*Nehemiah 8:10*)

St John's Church of England Primary School

Special Educational Needs and Disabilities (SEND) School Information Report 2021/2022

At St John's CE Primary School, we recognise the diverse nature of learning needs and aim, to the best of our abilities, to ensure all pupils, including those with SEND, get the support they need to make progress and take an active part in school life. All children have access to a broad and balanced curriculum and high expectations are set for all pupils, relevant to their prior attainment. Potential areas for difficulty are identified and addressed as soon as possible through early intervention strategies. We aspire to meet our children's needs as far as possible through good quality inclusive teaching.

St John's strives to be an inclusive school, engendering a sense of community and belonging through its inclusive ethos, broad and balanced curriculum for all children, systems of early identification of barriers to learning and participation, high expectation and suitable learning outcomes, involving the views of both parent and child.

The Local Offer

The Local Offer was introduced in the Green Paper (March 2011) as a local offer of all services available to support children with Special Educational Needs and Disabilities and their families. The following information sets out the systems and procedures that are in place in our school.

This information report is our school's contribution to Sefton's Local Offer which can be seen at www.sefton.gov.uk/localoffer

What is the definition of Special Educational Needs?

'A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.' Code of Practice, 2015, 6.5

'These [in school assessments] should seek to identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap' (Code of Practice, 2015, 6.17)

St. John's uses these definitions of SEND to identify pupils who may have special educational needs. Some pupils may have a diagnosis but may not require additional and different support and may be making good progress. We monitor these pupils carefully and make 'reasonable adjustments' as and if they are required.

The Graduated Response

Teachers follow a graduated response to enable all children to access the curriculum. This approach has recently been updated by Sefton in December 2020 in their document entitled 'Graduated Response in Sefton Booklet 3'.



QUALITY FIRST TEACHING

The Graduated Response begins with Quality First Teaching. Quality First Teaching is the school's universal offer of excellent teaching to all pupils.

The Code of Practice 2015 states that Quality First Teaching is the first step schools must take in achieving the best outcomes for their pupils. Quality First Teaching is defined as:

'High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. Schools should regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered'. Code of Practice, 2015, 6.37

At St John's staff develop their knowledge of SEND issues through training and sharing of good practice. Last year we were fortunate to engage with Autism Friendly Schools which enabled all staff to gain a much deeper understanding of Autism as well as children presenting with Social Communication Difficulties. Work was also carried out with Welfare Staff on understanding Autism and ideas for developing playground play. All staff have also had training on sensory needs and attachment issues. TAs have been trained on running social communication interventions, including teaching ways of regulating behaviour.

Some staff have had specific training on:

- Working with children with challenging behaviour
- Sign language
- Living Language
- NELI programme for speech and language (currently in progress)
- Letters and sounds training
- ADHD
- Speech and Language Impairment

- Dyslexia (due to be refreshed in Autumn Term)
- Pre- COVID, the SENCO attended cluster group meetings, which proved vital in sharing of good practice – our school's Inclusion Consultant is Sophie Walsh.
- As part of CPD this year, Staff have begun to look in more detail at the Science of Learning, which includes different elements to learning and how developments in learning can be improved by adapting our teaching. Shared practise within our bubbles is having a positive impact with this

Quality First teaching means making reasonable adjustments to teaching and/or the classroom environment to ensure all children are able to participate.

At St John's we consider:

- use of classroom management strategies,
- setting clear expectations (rules) and reinforcing these regularly
- differentiate expectations to accommodate a range of pupils needs
- use of IT and manipulatives to support learning sessions
- appropriate use of support staff
- use of positive reward systems to motivate learners
- adjustment of seating arrangement or groupings

Teachers can also use a variety of approaches to differentiation, these include the following:

- Differentiation by resource
- Differentiation by support
- Differentiation by outcome



SEND SUPPORT LEVEL

Should pupils not make expected progress from their starting points even with a robust Quality First offer, in consultation with parents, we may then decide to move the pupil to SEN Support Level. Pupils at SEN Support Level may require additional or different approaches to enable curriculum access and progress to be made. This support may be needed in one or more of the four areas of need identified in the 2014 Code of Practice, which are:

- Communication and interaction
- Social, emotional and mental health difficulties
- Sensory and / or physical difficulties
- Cognition and learning

Identification

Parents know their children best and at St. John's we listen when parents express concerns about their child's development. The child's class teacher is the first port of call for a meeting and then a meeting with the SENDCO will be arranged if further help or advice is needed. We also listen to and address any concerns raised by children and young people themselves.

Slow progress and low attainment could be an indication of underlying SEN Need. If a pupil is working a year below age related expectations, responsive in-class intervention together with Quality First approaches may be sufficient to move a child or young person on. However, if a pupil is working significantly below the age-related expectations (**this may be more than two years plus, below expectations**), more robust planning and intervention will be required to support this pupil in accessing learning at SEN Support Level. Some pupils (for example those with an ASD profile) may achieve highly in curriculum areas but display significant social communication difficulties which require support and intervention in the school setting.

SEND Support Plan

Once a child has been identified as having SEND they will have a SEND support plan written. The plan will be written by the class teacher, with some input from the child, parent and possibly the SENDCO. If other professionals have been consulted, their actions will also be added. The front page of the plan has information on the child, including Quality First Approaches which have worked well and any barriers to learning. The subsequent pages have some outcomes for each term and plans for how they will be achieved through extra support or intervention. (see below). The plan is reviewed by staff every term and new outcomes set or adjusted if appropriate. The review informs the next learning steps for the pupil and is shared in a meeting with parents.



At St John's our cycles run mid-term to mid-term, and are planned to allow transition of outcomes to the next year group to allow for any overlearning which may need to take place from the 6 week summer break. The review stage with parents also coincides with Parents' evening.

June- November Reviewed at Parents' Evening

November – March Reviewed at Parents' Evening

February – June - Reviewed at individual meeting with parents arranged by class teacher.

Please note that due to COVID dates may vary for the year 2020/2021

Interventions

Teaching Assistants at St John's often provide extra support for SEND pupils. They may deliver interventions to target an area of need, for example:

- a speech and language programme such as Blacksheep (Communication and Interaction)
- a phonics intervention such as Fast Track Phonics (Cognition and Learning)
- a social skills programme such as Talkabout or How to become Socially Talented (Social, Emotional and Mental Health)

- a fine motor programme provided by OT (Physical and Sensory)

(Please click on this link to see the full range of possible interventions at St John's.)

They may also provide a high level of support to children who are not progressing as we would like with SEND support in place, and require something much more bespoke and individual for much of their day in school. Occasionally, an Education, Health Care(EHC) assessment may be needed for these children (see below)

Assessment

- St John's often use the following documents/tracking systems to monitor progress and attainment of SEND children: B-Squared (P-levels and Small Steps)
- Autism Education Trust Progression Framework or Boxall Profile
- Reporting of end of key stage attainment using statutory materials such as Pre-Key Stage Standards and Engagement Steps.
- Teachers may use teacher assessments or tests from lower year groups such as NFER, White Rose or Rising Stars to inform judgements.
- The SENDCO at St John's has been trained on using a variety of diagnostic tests including which can help build up a child's profile.
- If children need special access arrangements for SATs then these can be applied for. This may include extra time for processing or a scribe to aid recording of responses. Any additional support in assessments would be consistent with support received regularly in class.

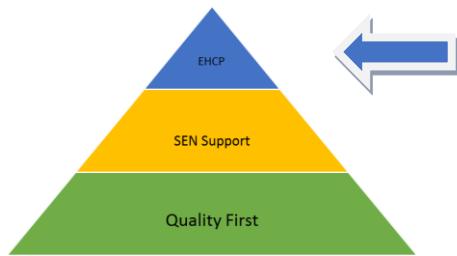
Outside Agencies

Often, a child may need more expert support from an outside agency, such as an occupational therapist or speech and language therapist. (See following list for other examples). In this instance, a referral will be made with parental consent and forwarded to the appropriate agency (please note that there are waiting lists for some agencies). After a series of assessments, advice and/or a programme of support may be provided to the school and to yourself for use at home.

- Educational Psychologist
- Inclusion Consultant
- School Nurse
- Paediatric Services
- Social Services
- Speech & Language Service
- Occupational and Physiotherapy Therapy Service
- 1:1 Counselling
- CAMHS (Child and Adolescent Mental Health)
- SSENIS (Sefton Special Educational Needs Inclusion Service)- access to their different teams including: Complex Needs, Social Communication Team,
- Parent Partnership

St John's may also signpost parents towards the following:

- Special Educational Needs and Disability Information Advice and Support Service (SENDIASS)
- Independent Parental Special Education Advice (IPSEA) for support and guidance



EHCP (EDUCATION, HEALTH CARE PLAN)

Occasionally, an application may need to be made for a child for an Education, Health Care needs assessment. On the basis of the application the authority will decide whether full assessments need to be gathered in order to then make a decision about whether a plan will be drawn up for the child. Information will be sought from parents, the child, the school, health and other professionals. The whole process has to be completed in under 20 weeks.

St John's will request an EHC assessment if we feel we cannot reasonably provide the provision needed from our mainstream budget. EHCPs are reviewed within 12 months of the plan being written in an annual review with parents.

Well Being

All staff are available to listen to the views of children and take any measures necessary to ensure their well-being and happiness.

- Lunchtime Welfare Staff are available to monitor activities at lunchtimes and provide feedback to relevant class teachers or the Headteacher, if appropriate.
- The Headteacher, Mr Thomson and/or a member of the Senior Leadership Team is available on the playground before school every day should you, or your child, wish to raise any concerns.
- Class teachers are available at the end of each day to discuss any concerns you or your child may have. If for any reason a teacher is not available, an appointment can be made. (PLEASE NOTE THAT DURING COVID CONTACT IS MADE VIA CLASS DOJO OR TELEPHONE)
- External agencies can be deployed where necessary.
- We employ a Learning Mentor to check in regularly in with those children who need it and to update class teachers and staff if appropriate.
- Quiet activities can sometimes be provided for those who find lunchtimes difficult.
- For children who have medical needs, we follow our policy to ensure that these children are properly supported in school so that they can have an active school life.

Transition

Reception

For children who are beginning in Reception class, the Reception teacher carries out nursery visits and home visits for each child. (Depending on COVID restrictions this may be done virtually.) New starter sessions are also held to allow the children to familiarise with their new learning environment and the staff that will be working with them. Enhanced transition meetings between the parent, class teacher and SENCO of those children who have already been identified as having additional needs will be held in the summer term. If a child is known to agencies, paperwork is requested.

High School

Sefton have created a generic Y6 transition document to go to the High Schools. All SEND details are written on it. The children will then be discussed individually via telephone with class teacher and SENDCOs. These children usually have the opportunity to visit the high school for transition sessions, but this has not been possible due to COVID and may have to be carried out virtually.

Yearly Transition

The current teacher and new teacher hold a transition meeting in which they discuss the progress and needs of every child and look at the current outcomes on SEND plans.

Moving Schools

For children with SEND who are new to our school, the SENDCO will phone to arrange a meeting and children may do a phased introduction into school. Information will be passed on from the previous school. Likewise, if a child leaves St John's, transition to their new school is carried out as smoothly as possible with maximum information sharing.

Contact school

Our governing body takes an active role in the SEND practice at our school. The SENDCO, Mrs Preston works closely with the Headteacher, Mr Thomson, and SEND Governor Nicola McDonald, in determining how SEND is developed in the school and decisions made concerning additional support. The class teachers are responsible for the progress of pupils in their class, including those who access additional support. The class teacher is the first point of contact for parents, should you have any concerns about your child's progress or well-being. Should parents need further information or advice they can also make an appointment to speak to the SENDCO, Charlotte Preston.

School Telephone Number 01704227441

Date Offer Updated: October 2022

Member of Staff Responsible: Charlotte Preston

Governor approval: November 2022

Date of next review: November 2023