

# St. John's C of E Primary School



## SEND Report

## HOW DOES THE SCHOOL KNOW IF CHILDREN NEED EXTRA HELP AND WHAT SHOULD I DO IF I THINK MY CHILD HAS SPECIAL EDUCATIONAL NEEDS (SEN)?

At St. John's C.E. Primary School children are identified as having SEN through a variety of ways including the following:-

- Child performing below age expected levels
- Concerns raised by Parent
- Concerns raised by teacher for example if behaviour or self-esteem is affecting performance
- Liaison with external agencies i.e. other Early Years establishments or physical development agencies
- Health diagnosis through paediatrician

## HOW WILL I RAISE CONCERNS IF I NEED TO?

- Talk to us – firstly contact your child's class teacher, Special Educational Needs Co-ordinator (SENCo) or Head teacher
- We pride ourselves on building positive relationships with parents. We are open and honest with parents and hope that they are able to do the same with us.

## HOW WILL SCHOOL SUPPORT MY CHILD?

### WHO WILL OVERSEE, PLAN AND WORK WITH MY CHILD AND HOW OFTEN?

- Our SENCO (at either the infant or junior building) oversees all support and progress of any child requiring additional support across the school.
- The class teacher will oversee, plan and work with each child with Special Educational Needs or Disability (SEND) in their class to ensure that progress in every area is made.
- A Teaching Assistant (TA) may work with your child, either individually or as part of a group if this is seen as necessary by the class teacher. The regularity of these sessions will be explained to parents when the support starts.

### WHO WILL EXPLAIN THIS TO ME?

- The class teacher will meet with parents when this is deemed necessary - at least on a termly basis (this could be as part of Parent's evening) to discuss your child's needs, support and progress.
- For further information the SENCo is available to discuss support in more detail.

### HOW ARE THE GOVERNORS INVOLVED AND WHAT ARE THEIR RESPONSIBILITIES?

- The SENCo reports to the Governors every term to inform them about the progress of children with SEND; this report does not refer to individual children and confidentiality is maintained at all times.
- One of the Governors is responsible for SEN and meets regularly with the SENCo. They also report to the Governors to keep all informed.
- The Governors agree priorities for spending within the SEN budget with the overall aim that all children receive the support they need in order to make progress.

### HOW WILL THE CURRICULUM BE MATCHED TO MY CHILD'S NEEDS?

### WHAT ARE THE SCHOOL'S APPROACHES TO DIFFERENTIATION AND HOW WILL THAT HELP MY CHILD?

- All work within class is pitched at an appropriate level, so that all children are able to access according to their specific needs. Typically this might mean that in a lesson there would be three different levels of work set for the class, however on occasions this can be individually differentiated.
- The benefit of this type of differentiation is that all children can access a lesson and learn at their level.

## HOW WILL I KNOW HOW MY CHILD IS DOING AND HOW WILL YOU HELP ME TO SUPPORT MY CHILD'S LEARNING AND WHAT OPPORTUNITIES WILL THERE BE FOR ME TO DISCUSS MY CHILD'S PROGRESS?

- We offer an open door policy where you are welcome any time to make an appointment to meet with either the class teacher or SENCo and discuss how your child is getting on. We can offer advice and practical ways that you can help your child at home.
- We believe that your child's education should be a partnership between parents and teachers, therefore we aim to keep communication channels open and communicate regularly, especially if your child has complex needs.
- We operate a home / school link book if required, which your child will bring home regularly so that comments from parents and teacher can be shared and responded to when needed.
- If your child is on the SEN support register they will have an Individual Education Plan (IEP) which will have individual / group targets. This is discussed on a termly basis during a Parental Conversation, and parents are given a copy of the IEP. The targets set are SMART (Specific, Measurable, Achievable, Realistic, Time scaled) targets with the expectation that the child will achieve the target by the time it is reviewed.
- If your child has complex SEND they may have a Statement of SEN, which means that a formal meeting will take place (Person Centred Review) to discuss your child's progress and a report will be written.

## HOW DOES THE SCHOOL KNOW HOW WELL MY CHILD IS DOING?

- As a school we measure children's progress in learning against National expectations and age related expectations.
- The class teacher continually assesses each child and notes areas where they are improving and where further support is needed. As a school, we track children's progress from entry at Early Years (where applicable) to Key Stage One and through to Key Stage Two, using a variety of different methods including National Curriculum levels and Reading and Spelling ages.
- Children who are not making expected progress are picked up through Review meetings with the Class teacher and Deputy / Head teacher. In this meeting a discussion takes place concerning why individual children are experiencing difficulty and what further support can be given to aid their progression. If your child is discussed at one of these meetings parents will be informed.
- When the child's IEP is reviewed comments are made against each target to show what progress the child has made. If the child has not met the target, the reasons for this will be discussed, then the target may be adapted into smaller steps or a different approach may be tried to ensure the child does make progress.

## WHAT SUPPORT WILL THERE BE FOR MY CHILD'S OVERALL WELL BEING?

### WHAT IS THE PASTORAL, MEDICAL AND SOCIAL SUPPORT AVAILABLE IN THE SCHOOL?

- We are an inclusive school; we welcome and celebrate diversity. All staff believe that children having high self-esteem is crucial to a child's well-being. We are a caring, understanding team looking after our children.
- The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class, therefore this would be the parents' first point of contact. If further support is required the class teacher liaises with the SENCo for further advice and support. This may involve working alongside outside agencies such as Health and Social Services, and/or the Behaviour Support Team.
- The school also has access to the Quality and Effectiveness Support Team (QUEST), who offer a range of support packages, from working with individual children, assessing children's needs and offering strategies to help individuals, to providing training opportunities for teaching staff.

## HOW DOES THE SCHOOL MANAGE THE ADMINISTRATION OF MEDICINES?

- The school has a policy regarding the administration and managing of medicines on the school site. (Attached to this document)
- Parents need to contact the class teacher if medication is recommended by Health Professionals to be taken during the school day.
- On a day to day basis the Admin Staff generally oversee the administration of any medicines.
- As a staff we have regular training and updates of conditions and medication affecting individual children so that all staff are able to manage medical situations.

## WHAT SUPPORT IS THERE FOR BEHAVIOUR, AVOIDING EXCLUSION AND INCREASING ATTENDANCE?

- As a school we have a very positive approach to all types of behaviour, with a clear reward
- If a child's behaviour is becoming a concern to staff at school, parents will be invited into school to discuss with the child, their class teacher and the Deputy/Head teacher the nature of the problems and relevant support will be put in place.
- Attendance of each child is monitored on a daily basis by the school administrator. Lateness and absence are recorded and reported upon to the Head teacher. Support is given through an incentive scheme, where whole class full attendance is rewarded.

## HOW WILL MY CHILD BE ABLE TO CONTRIBUTE THEIR VIEWS?

- We feel it is important that all children have a right to express their views on all aspects of school life. This is usually carried out through the School Council, which has an open forum for any issues or viewpoints to be raised.
- Children who have an IEP discuss and help set their targets with their class teacher.
- There is an annual questionnaire where we actively seek the viewpoints of children on a range of issues.
- If a child has a Statement of SEN, they will be invited to attend the Person Centred Review and their opinions welcomed, or if they do not want to attend or are too young, their views will be sought prior to the review meeting.

## WHAT SPECIALIST SERVICES AND EXPERTISE ARE AVAILABLE AT OR ACCESSED BY THE SCHOOL?

- The SENCo is currently undertaking the National Award for SEN Co-ordination.
- At school we work closely with any external agencies that we feel are relevant to individual children's needs within our school, including: CAMHS (Child and Adolescent Mental Health Services); Health – including GPs, School Nurse, Clinical Psychologists, Paediatricians, Speech & Language therapists; Occupational Therapists; Social Services – including Social Workers and Educational Psychologists.

## WHAT TRAINING HAVE THE STAFF SUPPORTING CHILDREN WITH SEND HAD OR ARE CURRENTLY HAVING?

- The SENCo is currently undertaking the National Award for SEN Co-ordination.
- A proportion of teachers and TA's have accessed the Level 1 training programme delivered by the 'autism education trust', designed to give a better understanding and awareness of autism and the way it affects children in school.
- A proportion of teachers have received training in effectively hosting Parental Conversations, to support the planning of effective strategies to support children requiring SEN support, which form the basis of an individual's IEP.
- A proportion of teachers and TA's have accessed BLAST training.
- A proportion of teachers and TA's have accessed epi-pen training, delivered by the local Primary Care Trust (PCT).
- A proportion of teachers and TA's have accessed epilepsy training, delivered by the local PCT.
- Three members of staff have been trained to use the PIVATS (Performance Indicators for Value Added Target Setting) scheme – enabling us to monitor even very small steps of progress that SEN support children may make.

- Two TA's have been trained to use the 'Catch Up – Numeracy' programme, a structured one-to-one intervention for learners who struggle with numeracy.
- Individual members of staff have access a variety of training programmes to support a variety of needs, ranging from using social stories,

### HOW WILL MY CHILD BE INCLUDED IN ACTIVITIES OUTSIDE THE CLASSROOM, INCLUDING SCHOOL TRIPS?

- All children are included in all parts of the school curriculum and we aim for all children to be included on school trips. We will provide the necessary support to ensure that this is successful.
- A risk assessment is carried out prior to any off-site activity to ensure everyone's health and safety will not be compromised. All sites will have been visited previously by a member of school staff to assess suitability for children with specific needs/disabilities and arrangements made to enable individuals to access the activities safely. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities which cover the same curriculum areas will be provided in school.

### HOW ACCESSIBLE IS THE SCHOOL ENVIRONMENT?

- The junior site is wheelchair accessible with a disabled toilet. The school is all on one level with no steps up to/down from specified fire exits.

### HOW WILL THE SCHOOL PREPARE AND SUPPORT MY CHILD WHEN JOINING THE SCHOOL, MOVING TO THE JUNIOR BUILDING AND TRANSFERING TO A NEW SCHOOL?

- All children partake in a 'transition day' in July each year, where they move up to their new class, meet their new teacher and classmates. This helps the children in Year 2, who will be moving from the infant to the junior building. The new reception children come in to spend a day at school and the Year 6 children move up to their new high school.
- We encourage all new children to visit the school with their parents prior to starting, where they will be shown around the school.
- For children with SEND, we would encourage further visits to assist with the acclimatisation of the new surroundings. During these additional visits, the child would meet their class teacher and any additional adults who will be providing support to the child. We would also visit them in their current school (if possible).
- Social stories and 'transition passports' will be used for any children who may find transition particularly difficult.
- When children requiring SEN support are preparing to leave us for a new school, typically to go to Secondary education, we arrange additional visits. Many of our children move on to Failsworth School or The Blue Coat School. We have a close relationship with both these schools and transition programmes are in place, specifically tailored to aid transition for the more vulnerable children.
- We liaise closely with Staff when receiving and transferring children to different schools, ensuring all relevant paperwork is passed on and all needs discussed and understood.
- Parents of children requiring SEN support are invited to be closely involved during the transition period (at any stage of school).
- If a child has a Statement of SEN, then the annual review will be used as a transition meeting, during which we will invite staff from both schools to attend.

### HOW ARE THE SCHOOL'S RESOURCES ALLOCATED AND MATCHED TO CHILDREN'S SEND NEEDS?

- We ensure that all children who have SEND are met to the best of the school's ability with the funds available.
- We have a team of TA's who are funded to deliver programmes designed to meet groups of children's needs.
- The budget is allocated on a needs basis. The children who have the most complex needs are given the most support, often involving a TA.

## HOW IS THE DECISION MADE ABOUT WHAT TYPE AND HOW MUCH SUPPORT MY CHILD WILL RECEIVE?

- The class teacher alongside the SENCo will discuss the child's needs and what support will be appropriate.
- Different children will require different levels of support in order to bridge the gap to achieve age expected levels.
- There will be on-going discussions with parents to keep them informed of the support being provided for their child and the impact it is having.

## HOW DO WE KNOW IF IT HAS HAD AN IMPACT?

- By reviewing children's targets on IEPs and ensuring they are being met.
- The child is making progress academically against national/age expected levels and the gap is narrowing – they are catching up to their peers or expected age levels.
- Verbal feedback from teacher, parent and pupil.
- Children may move off the SEN Support register when they have 'caught up' or made sufficient progress.

## WHO CAN I CONTACT FOR FURTHER INFORMATION?

- First point of contact would be your child's class teacher to share your concerns.
- You could also arrange to meet Mrs Fotheringham (Junior SENCo) or Miss Earle (Infant SENCo).
- You could also arrange an appointment with Miss Bonter (Head of Infant Site), Mr. Gibson (Head of Junior Site) or Mr Hobin (Chair of Governors)
- Look at the SEN policy on our website.
- Contact 'Parents Of Oldham In Touch' (POINT) – The forum for parents of children with additional needs – [www.pointoldham.co.uk](http://www.pointoldham.co.uk)

## WHO SHOULD I CONTACT IF I AM CONSIDERING WHETHER MY CHILD SHOULD JOIN THE SCHOOL?

- Contact the school office –: Infants: 0161 681 5270 to arrange to meet with Miss. L. Bonter (Head of School), or the Junior Office (0161-681-5713) to arrange to Mr. C. Gibson (Head of School) who will discuss how the school could meet your child's needs.