



## Special Educational Needs & Disability (SEND) Information Report September 2023-24

At St John's C of E Primary School, we believe that all children are entitled to a broad and balanced education which gives them the opportunity to realise their full potential and achieve success. We are committed to providing an environment that allows children with SEND full access to all areas of learning.

All Oldham Local Authority maintained schools have a similar approach to meeting the needs of children with Special Educational Needs and/or disabilities (SEND) and are supported by the Local Authority to ensure that all children, regardless of their specific needs, achieve their potential in school.

The following [Frequently Asked Questions](#) should provide you with any information you require about SEND arrangements at St John's. If you need any further details, please let us know via the contact details below.

### Who is responsible for SEND?

The **Code of Practice** says that **every teacher is a teacher of SEN** so all our teachers take full responsibility for the SEND children in their care.

The **SENCo** (Special Educational Needs Coordinator) has the day-to-day responsibility for the operation of the SEND policy and co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans.

### How do I contact school regarding SEND?

Your child's class teacher should always be the first person you approach if you are concerned about your child's progress or a change in needs. If required, your child's class teacher will then liaise with the SENCO and arrange a parent's consultation

### **SENCo Contact Details**

Miss Elizabeth Earle

[info@stj.fal.uk](mailto:info@stj.fal.uk) 0161 694 8096 - Option 1

### **Head Teacher Contact Details:**

Miss Louise Bonter

[info@stj.fal.uk](mailto:info@stj.fal.uk) 0161 694 8096 - Option 2

## [Where can I find out about services and support for SEND in Oldham?](#)

In accordance with The Children and Families Bill, Local Authorities and schools are required to publish information about the services they expect to be available for children and young people with SEND aged 0-25. The Local Authority refers to this as the '**Local Offer**' and information in relation to this will be available on the Oldham Council website. Find out more:

### **What is The Local Offer?**

[What is the Local Offer? | What is the Local Offer? | Oldham Council](#)

### **Oldham's Local Offer**

[Children and young people with special educational needs and disabilities \(Local Offer\) | Oldham Council](#)

## [How do you identify individual special educational learning needs?](#)

**When pupils have identified SEND** before they start at St John's, we work with the people who know them best and use the information already available to identify what their needs will be and how best to support them in our school setting.

**If you think your child has SEND** we can discuss this with you and investigate as required. We will then share with you what we discover and agree together the next steps to support your child both at school and home. This may or may not result in your child being included on our SEN register.

**If our staff think that your child has SEN** this may be because they are not making the same progress as other pupils.

1. The teacher will assess and monitor the pupil's progress in school, sharing concerns with all staff that work with the pupil.
2. If concerns continue, then the class teacher will discuss such concerns with the Special Educational Needs Coordinator (SENCO) and parents/ carers which may involve planning some different or extra approaches to address the child's difficulty. This will be monitored over at least a half term.
3. After monitoring, if the issues still persist when reviewed, the SENCo will become involved with the child and it may be decided by school and parents/carers that the pupil should go onto the SEN Support Register.
4. The SENCo may observe the pupil, use relevant assessments to identify what is causing the difficulty or advice and assessments may be sought from external agencies for example QUEST, the Educational Psychologist, SALT etc.
5. The teacher and/or the SENCo will meet with parents to plan next steps and targets. These will be recorded on an Individual Education Plan (IEP) which will be monitored on at least a termly basis. If necessary, we may assess the pupil using the PIVATS tool (Performance Indicators for Value Added Target Setting), which helps to identify small steps of progress made and can also be used as targets for further progress.

This cycle of Assessing, Planning, Doing and Reviewing (APDR) is also known as **The Graduated Response**.

## How do you involve pupils and their parents/carers in identifying and planning for SEN meet them?

We understand how important Information from home is and realise that you know your child best so we value your contributions as a vital part of 'the big picture'. We are a child and family centred school so you will be involved in all decision making about your child's support

Our Individual Education Plans and their Reviews are Person Centred, involving parents and carers along with the pupil (where appropriate)

We can support, advise and model when requested how parents and carers can best support their child with learning at home. We can provide home learning opportunities to repeat and practise activities.

## How do you match the curriculum to the child's needs?

High quality teaching is planned according to the specific needs of all groups of children and all teachers have high expectations for all pupils in the class. Different teaching methods are in place so that your child is fully involved in learning in class.

All our staff are trained to use 'adaptive teaching' enabling them to differentiate (simplify or add challenge to) work by activity or materials to enable every child to learn at their own pace and in their own way.

## What equipment/ resources do you use to give extra support?

We have a wide range of available resources to support children within the different categories of SEND:

These include simple **daily adjustments** including visual timetables, First and Next boards & Pencil grips

To support **Maths and Phonics teaching**, we use short, frequent interventions e.g. Precision Teaching, Plus 1 & Power of 2

To support **Phonics and English teaching**, we use Read, Write Inc throughout the school which involves additional daily interventions for those who need it including Fresh Start for KS2. We also use short, frequent interventions e.g. Precision Teaching & Toe by Toe

We also use a range of **technology** including iPads, Laptops and a range of apps, software and online content for example, NESSY DYSLEXIA QUEST

For specific **Speech & Language needs** we use specific resources recommended by Oldham's S.A.L.T service including BLACK SHEEP PUBLICATIONS.

For other **communication issues** from Nursery we use ELKLAN and WELLCOM to assess and support children and we have BLAST and TALK BOOST small group interventions.

For those diagnosed with **Motor or Sensory issues** we use materials and activities recommended by the O.T. service such as sensory cushions and slope boards. We also have the MOTOR SKILLS UNITED programme.

If support in **P.S.H.E.** is required, we use games and programmes such as THE WAITING GAME, SOCIALLY SPEAKING and LEGO THERAPY

For additional **SEMH** support, our Pastoral Lead Mrs Wood is available to work with parents and children as required. We also use some of our Educational Psychology time for Parental Consultations and staff training.

We access a variety of additional schemes/resources across the curriculum so that we always have something at the right level for pupils with SEN.

### What kind of training have the staff supporting children with SEND?

The SENCo attends and/or arranges training for either whole school or individual staff according to need. Staff attend training internally and externally in order to further support the ever changing needs of specific children with SEND and enable all our staff to adapt to a range of SEND: including specific learning difficulties (SpLD); e.g. dyslexia, dyspraxia; autistic spectrum disorder (ASD); speech, language and communication needs (SLCN); Social, Emotional & Mental Health (SEMH).

We also work closely with outside agencies to set up specific programmes of work for individuals and groups where necessary. Training enables staff to provide individual or small groups interventions either within the classroom or if necessary in a quiet area.

During recent years, staff at St John`s have bought into and received training from ACNS (Additional & Complex Needs Service) QEST (Oldham's specialist SEND service), The Educational Psychology Service, ADHD

- Dyslexia
- Dyspraxia
- Autism
- Down Syndrome
- Narrative therapy
- BLAST
- Talk Boost
- Individual Speech & Language programmes
- Numicon – used for maths supports
- Phonics Training
- Read, Write, Inc.
- Reading Comprehension
- Lego therapy
- PIVOTS
- Memory training
- Precision Teaching

In addition, Staff may be invited to attend bespoke training for specific children from Oldham's Speech & Language Therapy Service and SEMHS/CAMHS

### How do you assess pupil progress towards the targeted outcomes?

#### How do you involve pupils and their parents/carers?

Following a Parental Conversation where targets are discussed together, an Individual Education Plan (IEP) is agreed and progress against these targets is reviewed termly. We used a 'Person Centred' approach used in our meetings and we try to involve the child wherever possible in the process so they are aware of their targets, how to achieve them and the progress they are making.

#### How do you review this progress so that pupils stay on track?

Our tracking system highlights children with SEN, so that staff can monitor the progress of such children more closely and action more support/changes where needed. The SENCo has access to the tracking information for all SEND children to enable monitoring. Our senior leadership team check the progress of all pupils every term termly and discuss what we are doing to make sure all pupils make good progress during termly Pupil Progress Meetings.

For children who may be moving at a slower pace than the usual National Curriculum levels we use PIVATS (Performance Indicators for Value Added Target Setting), to assess, track and demonstrate progress in smaller steps

### What extra support do you buy in to help you meet SEN (Specialist services, external expertise) and how do you work together collaboratively?

External support services play a vital part in helping school identify, assess and provide appropriate provision for pupils with SEND.

We pay for support from the specialist advisory teachers from **QEST\*** (Oldham's specialist SEND service) who advise on all SEND related needs (eg speech, language and communication; hearing impairment; visual impairment; behaviour related needs; specific learning difficulties, autism) In addition to providing advice, training and assessments, our QEST representative has termly planning meetings with the SENCO with opportunities to discuss individual children and arrange future action

We buy into the **Educational Psychology Service** \*for advice, assessment, staff training and Parental Consultations.

We also have access the following external agencies:

For specific speech, language & communication needs, we can refer children to Oldham's **Speech & Language Therapy Service** who following assessment can provide opportunities to train staff and advise on strategies and programmes

The **School Nurse** is available to contact on issues of a medical nature if required.

We also get support and advice from **Occupational Therapy** service (OT) for pupils who have been assessed following referral through a paediatrician.

We can refer children to the **Community Paediatrician** for concerns over ASD, ADHD and to **Early Help** or **CAMHS** for behaviour and mental health issues.

\* access still available but buy in option currently under review by LA

Any advice from the above agencies is incorporated into children's IEP where progress is reviewed termly, Representatives from these agencies are also invited to attend Planning and Review meetings to ensure effective collaboration in supporting SEND pupils. .

### **How will my child be included in activities/trips outside the classroom?**

As an inclusive school, every child has the opportunity to access all areas of the curriculum. We endeavour to choose visits that are accessible to all and provision for trips and activities will always be adapted to meet individual needs Any specific needs will be discussed between school and home before any visit or activity.

### **How will you prepare and support my child to join the school, transfer to a new setting or prepare them for the next stage of education and life?**

We understand that transitions, whether from or to another school, class or key stage can be difficult for a child with SEND. Being introduced to new staff, environments and routines can be unsettling, however, with prior planning and liaison with all involved parties, we endeavour to ensure that any transition is as smooth as possible and that children are fully prepared for their move.

All children partake in a 'transition day' in July each year, where they move up to their new class and meet their new teacher and classmates. This includes new reception children visiting for the first time and our Year 6 children who move up to their new high school. We encourage all new children to visit the school with their parents prior to starting and for children with SEND, we can create a transition plan if required and schedule additional visits to further familiarise the child with their new environment.

### **How does additional funding work?**

Schools receive funding for all pupils including those with Special Educational Needs and Disabilities from the Government and they meet pupil's need from this (including equipment). The local authority may contribute if the cost of meeting an individual pupil's needs is more than £10,000 per year. If an assessment of a pupil's needs for an Education Health Care Plan (EHCP) identifies something that is significantly different to what is usually available, there will be additional funding allocated. Parents will have a say in how this is used and will be told if this means they are eligible for a personal budget which must be used to fund the agreed plan.

## Where can parents/carers get extra support?

Parent's views are important and it is important that people listen to them and that you are satisfied with what happens.

We encourage a partnership between parents/carers and school with opportunities for consultation and sharing of information which is vital to the progression of every child's learning, and particularly for children with SEN. In addition to termly Parents' Evenings, there are numerous ways to discuss and initiate further support including, additional Parental conversations, Person Centred review meetings. Class teachers may be available for a brief chat before or after school or you can request an appointment with the class teacher, SENCo or headteacher anytime by phoning or visiting Reception.

For outside advice, Oldham's parent/carer forum is called **POINT** (Parents of Oldham in Touch). This is an umbrella organisation for all parents and carers of children & young people with Special Educational Needs, disabilities and complex medical needs. They work with Oldham Council, education, health and other providers to make sure the services they plan and deliver meet the needs of disabled children and families. Contact them at <https://www.point-send.co.uk/>

There is also **Oldham's Local Offer**, mentioned in more detail earlier where you can find out about services and support for SEND in Oldham.

[https://www.oldham.gov.uk/info/200368/children\\_and\\_young\\_people\\_with\\_special\\_educational\\_needs\\_and\\_disabilities\\_local\\_offer](https://www.oldham.gov.uk/info/200368/children_and_young_people_with_special_educational_needs_and_disabilities_local_offer)

## What should parents do if not satisfied with a decision or what is happening?

Your first point of contact is always the person responsible – this may be the class teacher or the SENCo. Most concerns can usually be addressed immediately this way but if you are not satisfied with the outcome, speak to the Head teacher then if necessary, ask for the school Governors representative. If you still do not feel the issues have been resolved, then please refer to school's complaints policy which can be found at [www.stjohns.oldham.sch.uk](http://www.stjohns.oldham.sch.uk)

If your concern is with the local authority, contact

### **Complaints and Representations Officer**

**Freepost - RRGY-TJSR-GHGZ**

**PO Box 40**

**Level 8, Civic Centre**

**West Street**

**Oldham, OL1 1XJ**

**Tel: 0161 770 1129**

**[cypf.complaints@oldham.gov.uk](mailto:cypf.complaints@oldham.gov.uk)**