

St John of Beverley Catholic Primary School
SEN Information Report

Introduction

St John of Beverley Catholic Primary School is a mainstream school. Our Mission Statement asserts that everyone at St John of Beverley Catholic Primary School knows we are a family. We share, play and learn together and try to be the best we can be.

It is the aim of the school to include all children, and to enable those with special educational needs to access a broad, balanced and creative curriculum and take part in all aspects of school life. We strive to ensure that all children are safe and healthy, enjoy their education and achieve their potential, recognising the contribution they can make and their right to economic well-being in adult life.

What is the Local Offer?

- Local Authorities and schools are required to publish and keep under review information about services that are available for the children and young people with Special Educational Needs (SEN) aged 0-25. This is the 'Local Offer'.
- The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision in the local area.

Your Questions Answered

What different types of support are available for children with SEND in our school?

a) Class teacher input, via excellent targeted classroom teaching (Quality First Teaching).

For your child this would mean

- That the teacher has the highest possible expectations for your child and all pupils in their class.
- That all teaching is built on what your child already knows, can do and can understand.
- That different ways of teaching are in place, so that your child is fully involved in learning in class. This may involve things like using more practical learning.
- That specific strategies (which may be suggested by the SENCO or outside agencies) are in place to support your child to learn.
- Your child's teacher will have carefully checked on your child's progress and will have decided that your child has a gap or gaps in their understanding/learning and needs some extra support to help them make the best possible progress.

Specific group work

Intervention which may be

- Run in the classroom or a group room.
- Run by a teacher or a teaching assistant (TA).

b) Specialist groups run by outside agencies, e.g. Speech and Language therapy

This means a pupil has been identified by the class teacher/SENCO as needing some extra specialist support in school from a professional outside the school. This may be from

- Local Authority central services, such as the Behaviour Support Team or Sensory and Physical Support Service (for students with a physical, hearing or visual need).
- Outside agencies such as the Education Psychology Service (EPS).

What could happen:

- You may be asked to give your permission for the school to refer your child to a specialist professional, e.g. a Speech and Language Therapist or Educational Psychologist. This will help the school and you to understand your child's particular needs better and be able to support them more effectively in school.
- The specialist professional will work with your child to understand their needs and make recommendations as to the ways your child is given support.

In the cases detailed above, your child would be placed on a Termly Support Plan. This plan is co-constructed by your child (if appropriate), teachers and parents/carers to set outcomes for your child based on their needs and details the provision and strategies that are required to achieve these outcomes. Termly Support Plans are reviewed termly with parents/carers and if appropriate your child also.

c) Specified Individual support

This type of support is available for children whose learning needs are severe, complex and lifelong.

This is usually provided via an Education, Health and Care Plan (EHCP). This means your child will have been identified by professionals as needing a particularly high level of individual or small-group teaching.

This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups.

Your child may also need specialist support in school from a professional outside the school. This may be from

- Local Authority central services such as the Behaviour Support or Physical and Sensory Service (for students with a physical, hearing or visual need).
- Outside agencies such as the Speech and Language Therapy (SALT) Service.

For your child this would mean

- The school (or you) can request that Local Authority Services carry out a statutory assessment of your child's needs. This is a legal process which sets out the amount of support that will be provided for your child.

- After the request has been made to the 'Panel of Professionals' (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case, they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the current support .
- After the reports have all been sent in, the Panel of Professionals will decide if your child's needs are severe, complex and lifelong. If this is the case, they will write an Education Health Care Plan (EHCP). If this is not the case, they will ask the school to continue with the current level of support and also set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible.
- The EHC Plan will outline the level of support your child will receive from the LA and how the support should be used, and what strategies must be put in place. It will also have long- and short-term outcomes for your child.
- An additional adult may be used to support your child with whole class learning, run individual programmes or run small groups including your child.

How will school know if my child needs extra help and what should I do if I think my child may have SEND?

If your child is identified as not making progress, the school will set up a meeting to discuss this with you in more detail and to

- Listen to any concerns you may have.
- Plan any additional support your child may need.
- Discuss with you any referrals to outside professionals to support your child.

If you have concerns about your child's progress, you should speak to your child's class teacher initially.

- If you continue to be concerned that your child is not making progress, you may speak to the Special Education Needs Co-ordinator (SENCO).

How does the school evaluate the effectiveness of its provision for pupils with SEND?

The effectiveness of the provision being provided for pupils with SEND is evaluated through the termly monitoring of provision and interventions. Pupils Progress is monitored, targets are reviewed and half termly assessments are carried out.

What are the school's arrangements for assessing and reviewing the progress of pupils with SEND?

- Your child's progress will be continually monitored by his/her class teacher.
- His/her progress will be reviewed formally with the Headteacher and SENCO every term in reading, writing and numeracy.
- At the end of key stages 1 and 2 (i.e. at the end of year 2 and year 6), all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something

that all schools are required to do by the government and the results are published nationally.

- Where necessary, children will have a Termly Support Plan based on targets set by school and outside agencies specific to their needs. Progress against these targets will be reviewed regularly, evidence for judgements assessed and a future plan made.
- The progress of children with an EHC Plan will be formally reviewed at an Annual Review with all adults involved with the child's education.
- The SENCO will also monitor that your child is making good progress within any individual work and in any group that they take part in through learning walks and observations.
- Regular book scrutinies and lesson observations will be carried out by the SENCO and other members of the Senior Management Team to ensure that the needs of all children are met and that the quality of teaching and learning is high.

How will school staff support my child?

Teachers will differentiate work, use support or practical materials. Work in small groups or one to one with an adult. The school has adopted a bespoke approach to individualised learning, setting targets to meet the specific needs of every child. There is a Teaching Assistant in most classes and they are used as appropriate to support the needs of the children in that class. Support is allocated on a needs basis. All members of staff in the school are made aware of children with SEND including lunchtime supervisors through staff meetings, discussions and training.

How will the school adapt the curriculum and learning environment for pupils with SEND?

Class teachers plan lessons according to the specific needs of all groups of children in their class and will ensure that your child's needs are met.

- Support staff, under the direction of the class teacher, can adapt planning to support the needs of your child where necessary.
- Specific resources and strategies will be used to support your child individually and in groups.
- Planning and teaching will be adapted, on a daily basis if needed, to meet your child's learning needs.

How is the decision made about the type and how much support my child will receive?

- The school budget includes money for supporting children with SEN.
- The Head Teacher decides on the deployment of resources for Special Educational Needs and Disabilities, in consultation with the school governors on the basis of needs in the school.
- The Head Teacher and the SENCO discuss all the information they have about SEND in the school, including
 - the children getting extra support already,
 - the children needing extra support,
 - the children who have been identified as not making as much progress as would be expected.

From this information, they decide what resources/training and support is needed.

- The school identifies the needs of SEN pupils on a provision map. This identifies all support given within school and is reviewed regularly and changes made as needed, so that the needs of children are met, and resources are deployed as effectively as possible.
- Specially designed equipment is often purchased to provide support for example, keyboards, writing slopes, pencil grips.

How will my child be included in activities outside the school classroom including school trips?

Our school is an inclusive school and we aim to ensure that every child has access to learning including educational visits, breakfast club and school clubs. Where a child has SEND, we will liaise with parents to ensure that your child's needs are met. If we have any concerns about Health and Safety then advice will be sought from the LA and the Academy. Staff members and lunch time supervisors are available to support your child during playtimes and lunchtime and will have knowledge of your child's needs from briefing by the class teacher/SENCO.

What support will there be for my child's overall well being?

We recognise that some children have extra emotional and social needs that need to be developed and nurtured. These needs can manifest themselves in a number of ways, including behavioural difficulties, anxiousness, and being uncommunicative.

For those children who find aspects of this difficult we offer a wide range of lunchtime and after school clubs and our KS2 play leaders provide support and activities for children at lunchtime. There is a Buddy System in place at school and all children and staff uphold the Schools Ethos. We also have two trained Emotional Literacy Support Assistants (ELSA's) in school to work with children on a 1:1 or small group basis if required.

Who can I contact if I have concerns about my child's learning?

The class teacher

Responsible for

- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be targeted work or additional support) and letting the Special Education Needs Co-ordinator (SENCO) know as necessary.
- Writing Pupil Progress targets/Termly Support Plans and sharing and reviewing these with parents at least once each term and planning for the next term.
- Personalized teaching and learning for your child as identified on the school's provision map.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

The SENCO: Mrs L. Whittington

Responsible for

- Developing and reviewing the school's SEND policy.
- Co-ordinating all the support for children with special educational needs or disabilities (SEND)
- Ensuring that you, as parent/carer, are
 - i) involved in supporting your child's learning
 - ii) kept informed about the support your child is getting
 - iii) involved in reviewing how they are doing.
- Liaising with all the other people who may be coming in to school to help support your child's learning, e.g. Speech and Language Therapy, Educational Psychology.
- Updating the school's SEN register (a system for ensuring that all the SEND needs of pupils in this school are known) and making sure that records of your child's progress and needs are kept.
- Providing specialist support for teachers and support staff in the school, so that they can help children with SEND in the school to achieve the best progress possible.
- Responding to feedback from children and parents/carers.

The Head teacher: Mrs A. Nicholl

Responsible for

- The day-to-day management of all aspects of the school; this includes the support for children with SEND.
- The Head teacher will give responsibility to the SENCO and class teachers, but is still responsible for ensuring that your child's needs are met.
- The Head teacher must make sure that the Governing Body is kept up to date about issues relating to SEND.

The SEN Governor: Mr Liam Needler

Responsible for

- Making sure that the necessary support is given for any child with SEND who attends the school.

School contact telephone number: 01482 882487

What specialist services and expertise are available at or accessed by the school?

School provision

- Teachers responsible for teaching SEND groups/individuals on a part-time basis.
- Teaching Assistants and HLTAs mainly working in the Intervention areas with either individual children or small groups.

- Read Write Inc is delivered by teaching assistants to children in KS2 who need more support in phonics.
- Teaching Assistants or HLTAs offering support for children with emotional and social development through our ELSA sessions.

Local Authority Provision delivered in school

- Educational Psychology Service
- Sensory Service for children with physical, visual or hearing needs (SAPTs)
- SALT (Speech and Language Therapy)
- Behaviour Support Service

Health Provision delivered in school

- Additional Speech and Language Therapy input to provide a higher level of service to the school
- School Nurse
- Occupational Therapy
- Physiotherapy

What training have the staff supporting SEND had or are having?

The SENCO's job is to support the class teacher in planning for children with SEN.

- The school provides training and support to enable all staff to improve the teaching and learning of children, including those with SEND. This includes whole school training on SEND issues, such as Autism Spectrum Disorder (ASD) and speech and language difficulties and is often delivered by outside agencies within school.
- Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class.
- ELSA training and Team Teach training.
- The SENCO holds the National Award for SEN Co-ordination and regularly attends courses and conferences. TAs receive regular updates from the SENCO for delivering interventions or supporting children with SEND.

How accessible is the school both indoors and outdoors?

- The school is fully compliant with DDA requirements.
- The school entrance is operated by automatic doors and can be accessed via a ramp.
- The front desk has a wheel-chair height section and is DDA compliant.
- There is a disabled toilet, shower area and changing facilities.
- We ensure where ever possible that equipment used is accessible to all children regardless of their needs.
- After-school provision is accessible to all children, including those with SEN.
- Extra-curricular activities are accessible for children with SEN.

Does the school have a plan in case of school closure? How will SEN support operate in this instance?

The school has contingency plans if the school had to close. This would include pupils completing some independent work and work supported by school staff online.

How are parents involved in the school? How can I get involved?

The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school, so that similar strategies can be used.

- The SENCO is available to meet with you to discuss your child's progress or any concerns/worries you may have.
- All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report.
- Termly Support Plans will be reviewed with your involvement every term.
- Homework will be adjusted as needed to your child's individual requirements.
- A home-school contact book may be used to support communication with you when this has been agreed to be useful for you and your child.
- Attending parents evenings.

How will my child be involved in their education?

We believe that child centered education is essential in the delivery of excellent teaching. Children will be involved in their own target setting and annual reviews where appropriate. This will take place through discussions between the child, parents, class teacher and SENCO.

Who should I contact if I have a complaint?

If you have a complaint the following route should be followed:

- Speak to the class teacher regarding your concerns.
- If you feel that your concerns have not been addressed, make an appointment to speak to the SENCO.
- If you are still not satisfied that your concern has been addressed then contact the head teacher.
- The school's SEN Governor should be contacted if the concern has not been addressed.

A copy of the school's complaints procedure can be found on our website at <https://stjohnofbeverleyrcprimary.org.uk/>

How can I contact/access the support services available to me?

We always endeavor to signpost parents/carers/young people to organisations and services that can provide additional support to you. Your first point of contact if you wish to discuss the additional support available is the class teacher or SENCO. Alternatively, support, advice

and the Local Authority's Local Offer can be found at East Riding of Yorkshires Families Information Services Hub (FISH) at the following web address
<http://www2.eastriding.gov.uk/living/children-and-families/the-family-information-service-hub/>

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

We recognise that transitions can be difficult for a child with SEN, and we take steps to ensure that any transition is as smooth as possible.

If your child is joining us from another school:

- The SENCO will visit pre-schools with the Foundation Stage Leader when appropriate.
- If your child would be helped by a book/passport to support them in understanding moving on, then one will be made for them.
- Your child will be able to visit our school and stay for a taster session, if this is appropriate.

If your child is moving to another school:

- We will contact the school SENCO and ensure he/she knows about any special arrangements or support that need to be made for your child. Where possible, a planning meeting will take place with the SENCO from the new school.
- We will make sure that all records about your child are passed on as soon as possible.
- If your child would be helped by a book/passport to support them in understanding moving on, then one will be made for them.

When moving classes in school:

- When children are changing classes, teachers meet with the previous teacher or if necessary meet the parents before the child starts their new class.
- Information will be passed on to the new class teacher in advance and in most cases a planning meeting will take place with the new teacher. Termly Support Plans will be shared with the new teacher.
- If your child would be helped by a book/passport to support them in understanding moving on, then one will be made for them.

In Year 6:

- The SENCO will discuss the specific needs of your child with the SENCO of the child's secondary school. In some cases, a transition review meeting to which you will be invited will take place with the SENCO from the new school.
- Your child will participate in focused learning relating to aspects of transition, to support their understanding of the changes ahead.
- Where possible, your child will visit their new school on several occasions, and in some cases staff from the new school will visit your child in this school.
- If your child would be helped by a book/passport to support them in understanding moving on, then one will be made for them.

Where can I find information about the Local Authority's Local Offer?

The Local Authority's Local Offer can be found on our school website or at East Riding of Yorkshires Families Information Services Hub (FISH) at the following web address
<http://www2.eastriding.gov.uk/living/children-and-families/the-family-information-service-hub/>