

St John's Catholic Primary School

SEN Information Report

March 2022

The Special Educational Needs and Disability Code of Practice: 0-25 years (2015) contains statutory guidance for all those who work with children and young people who have special educational needs and disabilities throughout the 0 – 25 year age range. There is a requirement for schools to publish an SEN information report which must be reviewed annually.

Throughout this information report a number of abbreviations will be used. Below you will find a list of what each abbreviation means;

SENCo- special educational needs coordinator

SLT- senior leadership team

EAL – English as an additional language

SEN – special educational needs

AEN- additional educational needs

LA – local authority

This information report is also supported by the 'SEN policy', the 'School Offer' and the authorities 'Local Offer'.

We at St. John's Catholic Primary School are committed to meeting the special educational needs of pupils and ensuring that they make good progress in all that they do. We affirm the individuality and worth of all our pupils and seek, through National Curriculum Core and Foundation subjects, to adopt a broad and balanced curriculum offering opportunities to all our pupils. We are committed to an educational partnership with parents and would seek to involve them in the education of their children.

Through the Special Educational Needs Code of Practice 2014, children with special educational needs will be identified and their needs will be addressed, both by teaching staff within the school and by external agencies.

Primary school details

St John's Catholic Primary School is a small village school in Burscough, West Lancashire. We currently have 99 children on roll and 4 classes. Our teacher pupil ratio is very good and we know all of our children very well. The size of the school and the dedication of all of the school staff mean that different learning styles can be explored by children and lessons and themes planned around children's interests. We provide a safe environment for your children to develop their skills and knowledge. Our facilities are excellent and include: large playing fields, environmental area and a Forest School.

The Catholic ethos of the school ensures that every child is valued both as the individual that they are and as a child of God.

We have outstanding teaching assistants working within our classes and they support the teaching staff to deliver differentiated learning to all pupils including those with SEND.

Ofsted Rating and Report

The latest OFSTED (April 2017) states: 'This is a good school'.

The leadership team has maintained the good quality of education in the school since the last inspection. You and your leadership team have created a school where pupils feel safe, happy and eager to learn. You aim to ensure that everyone in St John's Catholic Primary School is highly valued and the needs of individual pupils are at the heart of this inclusive school. This is reflected in the school's strong Christian ethos. Governors work closely with you to provide effective leadership.

The kinds of Special Educational Needs that are provided for at St John's.

At St John's, we provide for all children, regardless of any Special Educational Need.

The Code of Practice describes the four broad categories of need:

1. Communication and Interaction
2. Cognition and Learning
3. Social, Emotional and Mental Health difficulties
4. Sensory and/or Physical Needs

These four broad areas give an overview of the range of needs that can be planned for.

Policies for identifying children with SEN and assessing their needs.

The Headteacher, Mrs Devey is the school's SENCO and manages the school's SEN work. Mrs Devey works with the staff to ensure the effective day-to-day operation of the school's SEN policy. The SENCO can be contacted by telephone 01704 893523 or email head@burscough.lancs.sch.uk

The Code of Practice describes the four broad categories of need:

1. Communication and Interaction
2. Cognition and Learning
3. Social, Emotional and Mental Health difficulties
4. Sensory and/or Physical Needs

These four broad areas give an overview of the range of needs that should be planned for. The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. At St John's, we identify the needs of pupils by considering the needs of the whole child, not just the special educational needs of the child or young person.

There are other areas which may impact on children's progress and attainment, but are not considered as SEN. For example;

- Disability (the Code of Practice outlines the "reasonable adjustment " duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare

- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman
- Behavioural difficulties

The SLT hold a termly pupil progress meeting with all teachers to monitor the progress and development of all pupils. This is based on high quality, accurate formative assessment recorded on the brick wall assessment tracker and Venn trackers. Where pupils are falling behind or making inadequate progress given their age and starting point, extra support is identified and put into the cohort provision map. The child's parents and pupil are informed.

Arrangements for consulting parents of children with SEN.

Parental involvement in school is highly regarded. We encourage parents and carers to share information about their child at parent's evenings, which take place twice a year. Teachers are willing to discuss a child's progress with parents at convenient times. The SENCO is also available for parents to discuss concerns by appointment.

Induction for new parents takes place in the summer term, parents have a chance to meet their child's class teacher and share any information that they wish.

Pupils with SEN will be admitted to St. John's in line with the school's admissions policy. The school is aware of the statutory requirements related to SEN and disabilities. The school will use its induction meetings to work closely with parents to ascertain whether a child has been identified as having SEN in Early Years Foundation Stage. If the school is alerted to the fact that a child may have a difficulty in learning they will make their best endeavours to collect all relevant information and plan a relevant differentiated curriculum.

Parents contribute and take part in Annual Reviews for children with a statement or an EHCP and receive copies of all relevant paperwork concerning their child. IEPs are produced termly for children with a statement of SEN or an EHCP. The school operates an open door policy with regards to any concerns a parent may have.

Arrangements for consulting children with SEN and involving them in their education.

The school 'Feedback and Marking' policy allows children to respond on a daily basis to feedback given by the class teacher or teaching assistant. This is often in the form of next steps to further develop their learning.

Children who are at the 'SEN support' stage are carefully considered during the pupil progress meetings and interventions are put in place through the provision map. This is done on a termly basis. Children are involved in their learning and development and supported to recognise their successes and next steps in learning.

Children who currently have a statement all have an 'All About Me'. This is a form which the children have completed (verbally and scribed by a teaching assistant) setting out their long term goals, what helps them to learn and how they like to be helped. This gives an overall picture of the child as a whole and it is used when planning targets for these children. Pupils with a statement are also involved in contributing to their annual reviews. This is done through a questionnaire, and when appropriate, attending the review meeting.

Arrangements for assessing and reviewing children's progress towards outcomes.

Annual reviews take place for children with a statement to assess and review children's progress towards outcomes. Parents contribute and take part in Annual Reviews and receive copies of all relevant paperwork concerning their child. Pupils are also asked to make a contribution to the review.

IEPs are assessed and reviewed termly for pupils with a statement/EHCP and the school operates an open door policy with regards to any concerns a parent may have.

Pupils' progress is monitored throughout the school and pupils with SEN are assessed and reviewed during the termly pupil progress meetings forming the Provision Map.

Arrangements for supporting children in moving phases of education.

Transition arrangements are put in place in the final pupil progress meeting in the summer term to plan appropriate visits to the next class and to meet the new teacher. Directed time is given to teachers in the final term to have a 'transfer' meeting in which the needs of all pupils are discussed and assessment records and information are passed on.

St. John's has links with St. Bede's High School, Ormskirk, as most of our year 6 children continue their education at this school. Records of children with SEN are sent to the school with other transfer documents. A member of staff from the transfer school is invited to attend the final primary review of children with an EHC plan which is held in the Autumn term. SEN records for children who transfer to other educational establishments have their records forwarded with other transfer details.

The approach to teaching children with SEN

St John's takes a 'Graduated Approach' to SEN Support. The first stage is Quality First Teaching.

Teachers are responsible and accountable for the progress and development of the pupils in their class, even where pupils access support from teaching assistants or specialist staff. 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 lack of good quality teaching.

We regularly and carefully review the quality of teaching and progress 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.

The SLT hold a termly pupil progress meeting with all teachers to monitor the progress and development of all pupils. This is based on high quality, accurate formative assessment recorded on the brick wall spreadsheets and venn trackers. Where pupils are falling behind or making inadequate progress given their age and starting point, extra support is identified and put into the cohort provision map. The child's parents and pupil are informed.

It is the responsibility of the class teacher to implement the provision map for the identified children in their class. Appropriate tasks / activities / group work are planned to meet the needs of the children taking into account the provision maps and learning styles. Teachers also plan for support staff in their class so that the identified children are adequately supported.

Teaching Assistants work under the guidance of the class teacher and contribute to the review of the pupil's progress to feed into the next provision map. They keep records of the children's achievements against the targets set out in the provision map and liaise with the teacher and the SENCO. They should give the class teacher any notes and assessments they have completed so that assessment for learning can take place and the teacher can plan for progression.

The next stage is SEN Support. Where pupils continue to make inadequate progress, despite high quality teaching targeted at their areas of weakness, the class teacher, alongside the SENCO, should assess whether the child has a significant learning difficulty. Where it is determined that a pupil does have SEN, parents will be formally advised of this and the decision will be added to the SEN register. The aim of formally identifying a pupil with SEN is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four – part process:

- Assess
- Plan
- Do
- Review.

This graduated approach is called SEN support. This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

Assess

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents.

The pupil's views and where relevant, referrals and advice from external support services will also be considered. For example,

- Speech and Language therapy
- Occupational therapy
- CAMHS
- School Nurse
- Educational Psychologist
- IDSS (Specialist teacher assessments)

Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing. This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

Plan

Planning will involve consultation between the teacher, SENCO and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home. All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

Do

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants and to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCO.

Review

Reviews of a child's progress will be made regularly. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and where necessary their parents. The class teacher, in conjunction with the SENCO will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil at least termly. The teacher holds the overall responsibility for evidencing progress according to planned outcomes.

Referral for an Education, Health and Care Plan

The majority of children with SEN will have their needs met in mainstream schools. If a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

Lancashire County Council has a seven step EHC Plan pathway for considering a referral for an EHC plan.

1.
 - a) Local Offer – considering the school local offer (on school website) in meeting the needs of the child.
 - b) Common Assessment Framework (CAF) completed.
 - c) Nominated person/Lead professional identified.
 - d) Team around the Family (TAF) meeting to take place.
 - e) “All About Me” profile completed.
2.
 - a) TAF meeting.
 - b) Identify the unmet need.
 - c) Consideration for a statutory integrated assessment.
 - d) “All About Me” updated.
 - e) Plan facilitator identified.
3.
 - a) Request for consideration of Statutory Integrated Assessment (SIA) made and Educational Psychologist view / assessment sought.
 - b) All documentation collated; interventions demonstrated; graduated response evidenced and still unmet need clarified.
 - c) Request for Integrated Assessment received (by Plan Coordinator)
4.
 - a) Plan coordinator compiles the EHC information and an overview for Integrated Assessment.
 - b) Multi agency meeting.
 - c) Decision made including agreement plan need and outcomes identified for EHC plan.
 - d) Indicative budget agreed at the multi-agency meeting.
5.
 - a) My EHC plan.
 - b) Budget for my EHC plan.
 - c) Co-production meeting with key professionals, child/young person and family convened to discuss draft.
 - d) EHC agreed.
6.
 - a) Plan Implemented.
 - b) Working towards / achieving my agreed outcomes.
7.
 - a) Reviewing my plan.

Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan. Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the plan if it differs from their preferred choice. Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

How adaptations are made to the curriculum and the learning environment.

The SENCO works closely with parents and teachers to plan an appropriate programme of intervention and support. The assessment of children reflects as far as possible their participation in the whole curriculum of the school. The class teacher and the SENCO can break down the assessment into smaller steps in order to aid progress and provide detailed and accurate indicators.

Children can be referred for assessment by outside agencies such as IDSS. Each class has the benefit of at least one Teaching Assistant. In the case of children with hearing impairment, visual impairment or medical needs specialist support, equipment and training is provided by IDSS, NHS (Diabetes Nurse etc...).

Pupils with SEN will be given full access to the curriculum through the provision provided by the school as necessary, taking into account the wishes of their parents and the needs of the individual. Every effort will be made to educate pupils with SEN alongside their peers in a mainstream classroom setting.

The Headteacher ensures all pupils with SEN have appropriate access to exams and other assessments, including the application for additional time, to dis-apply pupils from exams or to have support in the form of a 'writer' or a 'reader'.

The school is a single storey building and is wheelchair accessible. To ensure all access for pupils and parents with disabilities the school has ensured that most doorways and entrances to the school are on a single level and wide enough to accommodate a wheelchair if necessary. There are accessible parking spaces available for the public and disabled persons and disabled toilets are available for wheelchair users if the need should arise. Information is available on the school website in addition to regular newsletters. Furniture is modern and of a suitable height appropriate to the age group of children being taught in that classroom.

The school has a range of ICT programmes for pupils with SEN in addition to iPads, headphones, netbooks, computers and interactive whiteboards installed in every classroom.

The expertise and training of staff to support children with SEN.

St John's has an amount of money identified within the school's overall budget, called the notional SEN budget. This is for the school to use to provide high quality, appropriate support, including staffing and resources. School receives 'top up' funding for children who currently have a statement of Band E or higher.

We aim to keep all school staff up to date with relevant training and developments in relation to the needs of pupils with SEN. The SENCo attends relevant SEN courses and facilitates relevant SEN focused internal or external training opportunities for all staff. The SENCO has the National Award for SEN Coordination. Training opportunities are matched to school development priorities and those identified through performance management.

New teachers to the school have an induction period which includes a meeting with the SENCO to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.

The SENCO regularly attend the LAs SENCO network meetings in order to keep up to date with local and national updates in SEND and cascades this information to staff through staff meetings.

Two of our teaching assistants are qualified teachers and In addition, our nursery manager has a foundation degree in Educational Psychology.

Evaluating the effectiveness of the provision made for children with SEN.

St John's regularly and carefully monitors and evaluates the quality of provision we offer all pupils. In order to make consistent continuous progress in relation to SEN provision the school encourages feedback from staff, parents and pupils throughout the year. This is done in the form of an annual parent and pupil questionnaire, discussion and through parents evenings.

Pupil progress is monitored on a termly basis in line with the SEN Code of Practice. The SENCO completes regular audits, action plans, observations of interventions and provision, sampling of parent views and pupil's views. This promotes an active process of continual review and improvement of provision for all pupils.

The SLT hold a termly pupil progress meeting with all teachers to monitor the progress and development of all pupils. This is based on high quality, accurate formative assessment recorded on the brick wall spreadsheets and venn trackers. Where pupils are falling behind or making inadequate progress given their age and starting point, extra support is identified and, depending on the level of support needed, a child may be placed onto a IEP (Individual Education Plan). This will give more specific detail about the barrier to learning, targets to be set and resources available. From this a programme of intervention is established and time and teaching assistant allocated. The IEP is then reviewed termly with the pupil, their class teacher and teaching assistant, during this meeting, targets are reviewed and next steps considered. A new IEP is then written each term and shared with the child's parents.

How children with SEN are enabled to engage with children in the school who do not have SEN.

St John's is an inclusive school. The ethos promotes all children as equal, regardless of any SEN. Children generally have a kind and caring nature in school and occurrences of bullying is extremely rare.

St John's operates a daily Breakfast Club and After School club available to all pupils. There are opportunities for pupils to take part in Music lessons (piano, violin) at a fee. In addition, pupils can take part in Football, Multi skills, Gymnastics, Dance, Netball, booster classes all free of charge. Fencing, Street Dance, Dodgeball and Art Club are available at a small charge. There are also opportunities for children with additional needs to take part in specialist SEN sports days. The Clubs are available to all the pupils in the designated age range assigned to that activity

Children entering Reception are assigned a Buddy from Year 6. Buddies help Reception children during lunch in Autumn Term to help new pupils settle in to normal school routines.

Support for improving emotional and social development.

St John's recognises that pupils at school with emotional and social difficulties should be properly supported so that they have full access to education, including school trips and physical education. Some children may also have special educational needs (SEN) and may have a statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

The termly provision map for each cohort takes into account children who have emotional and/or social difficulties. Interventions / support is planned for these children on a weekly basis, for example, friendship groups, golden time, baking, play therapy etc.

Information is also available from the school Anti-Bullying Policy.

How the school involves other bodies in meeting children's SEN and supporting their families.

At St John's we have a 'School Offer' which provides information about the provision we offer children who have SEN. This is available for parents and pupils on the school website at http://www.burscough.lancs.sch.uk/information_item.php?selection=19

Lancashire County Council also has a 'Local Offer' which can be found at <http://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities.aspx>

St. John's uses the following agencies to support the work of SEN in the school:

- IDSS- for assessment and small group/ individual work
- Health- Our school nurse can be contacted through school. Referrals for health agencies, such as CAMHS, can be made through the school nurse.
- Speech and Language Therapists – Referrals can be made through school if needed.
- Occupational Therapists – Referrals can be made through school if needed.
- Parent Partnership. This service is available to all parents and carers of children with SEN. They offer support and advice.
- Educational Psychologist.