



Special Educational Needs & Disabilities (SEND) Information Report

What type of SEND do we provide for at St. John's C. of E. Academy?

St. John's Church of England Academy is a mainstream primary school which strives to provide the best learning opportunities for all children within an inclusive Christian school community.

The school, including the governing body, recognises that all children are individuals who each have different learning needs. We work as a team to ensure all children are given the right balance of support and challenge. Special educational needs and provision can be considered as falling under four broad areas:

- Communication and interaction
- Cognition and Learning
- Social. Emotional and mental health
- Sensory and /or physical

Communication and interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Cognition and learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate adaptations. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harm, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder.

At St John's, as far as possible, we will anticipate triggers of misbehaviour and will put in place support to try and prevent these. This may include: movement breaks for children whose needs meant they find keeping still difficult, adjusted seating plans, adjusted uniform requirements for children with sensory needs and staff training.

Where appropriate, there is a clear behaviour policy in place using consequences and restorative conversations designed to support children in learning the correct choices to make when choosing their behaviour.

Sensory and/or physical needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties.

Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

How do we identify and assess pupils with SEND?

At St John's Church of England Academy, children are identified as having SEND through a variety of ways including the following:

- Liaison with previous school or pre-school setting
- Following the guidance found within SEND Code of Practice and the Gloucestershire Guidance Booklet for Practitioners Working with Children and Young People with additional Needs including Special Educational Needs and Disability.
- Termly Pupil Progress meetings
- Assessment and tracking data and information – is the child working below age related expectations?
- School based assessments initially carried out by class teacher
- Further school based assessments carried out by the SENDCo
- Assessments carried out by external agencies, e.g. Educational Psychologist, Advisory Teacher, Speech and Language
- Concerns raised by child
- Concerns raised by parent
- Concerns raised by teacher/school
- Liaison with external agencies, e.g. for physical/sensory issues, speech and Language, community paediatrician

Who is our Special Educational Needs Co-ordinator (SENDCo) and how can they be contacted?

The SENDCo (Inclusion Lead) is Miss Grace Jenkins who can be contacted via the main school office on 01594 832046 Monday – Friday or via email at gjenkins@st-johns.gloucs.sch.uk

Who are the best people to talk to at St John's Church of England Academy about my Child's difficulties with learning Special Educational Needs (SEND)?

In the first instance the **class teacher**, who is responsible for:

- Delivering quality first teaching, including adapting teaching and learning as required.
- Monitoring the progress of your child and working with the teaching assistants and SENDCo to identify, plan, deliver and review any additional help your child may require.
- Setting, monitoring and reviewing outcomes identified in your child's My Plan with both parent and child. (Age appropriate)
- Ensuring that the school's SEND Policy is followed in their classroom for all the pupils they teach with SEND.
- Liaison with the parents of children with SEND

Special Needs and Disability Co-ordinator (SENDCO) is responsible for:

- To lead, manage, develop and maintain high quality SEND provision which enables quality first teaching, excellent outcomes and success for all pupils.
- To coordinate all the support for children with SEND and develop the school's SEND Policy to make sure children receive consistently, high quality responses to meet their needs.
- Working with parents and families who have children with SEND offering support, guidance and keeping parents well informed about the support their child is receiving and reviewing how they are progressing.
- Liaising with outside agencies such as the Speech and Language Service, Educational Psychologists, who come into school to help and support a child's learning.
- Updating the school's SEND Register and making sure that there are records kept of children's progress and needs.
- Provide support, training, advice and guidance for teachers and support staff in school so that they can help children with SEND reach their best possible outcomes.
- Working with the headteacher and governors to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustment and access arrangements.

Headteacher who is responsible for:

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

SEND Governor Responsible for:

- To ensure that the school is fulfilling its duties to children with SEND
- To undertake required training, including school specific induction with SENDCO
- Meet with SENDCO in Autumn, Spring and Summer terms (Minimum of 3 x year)
- To raise awareness of SEND provision and inclusion at Governing Body Meetings
- Monitor the SEND National Budget and the impact it is having on the progress and attainment of learners
- Work with SENDCO to produce an Annual Report to Governors
- The review of SEND related policies

What is our approach to teaching pupils with SEND?

Class Teacher

Class Teacher's input through targeted classroom quality first teaching. All children in school will be getting this as part of outstanding classroom practice. Most children with SEND receive targeted support which is managed by the class teacher, in the context of an adapted, inclusive curriculum. It is the class teacher's knowledge of each child's skills and abilities and their appropriate match to the curriculum, which enables each child full access to it.

For your child this means:

- That the teacher has the highest possible expectations for your child and all pupils in their class
- That all teaching builds 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 or providing different resources adapted for your child.
- That specific strategies (which may be suggested by the SENDCO or other outside agencies) are in place to support your child to access the learning
- That groupings are used flexibly e.g. ability, mixed, independent
- Your child's teacher will carefully check on your child's progress data and will use this to identify gaps in learning/understanding and plan for some extra support to help them make the best possible progress.
- Early identification and intervention so that the identified gaps can be filled and misconceptions addressed as soon as possible
- Specific group work and / or intervention programmes which may be:

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

Specialist groups/interventions run by outside agencies, such as, Speech and Language Therapy

This means that a child has been identified by the SENDCO/class teacher as needing some extra specialist support in the school from a professional outside the school

- Local Authority services, such as the Advisory Teaching Service (ATS), Educational Psychologist
- Health services such as occupational therapists, school nurse, speech and language therapists or physiotherapists
- Sensory support services such hearing or visual impairment specialist teachers
- Outside agencies such as the Education Psychology Service, Young Minds Matter

What could happen?

- You will 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 you and the school to understand your child's particular needs better and be able to support them more effectively in school.
- If appropriate, the specialist professional will work with your child to understand their needs and make recommendations as to the best ways to provide them with support.

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 will also need specialist support in school from a professional outside the school, which may include any of the agencies that are listed above.

For your child this would mean:

- The school (or you) can request that the Local Authority Services carry out an Education, Health and Care 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 and Care Plan (EHCP). If this is not the case, they will ask the school to continue with the current level of support and may 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 amount of funding the school will receive from the LA to support your child. It will also outline how the support should be used, and what strategies must be put in place. It will have end of key stage outcomes for your child.
- An additional adult may be used to support your child with whole class learning, run an individual programme or run small groups that include your child. Other resources may also be secured through funding but this is a collaborative decision involving education, health, social care parents and the child where appropriate.

- The whole process can take up to 20 weeks from the time you request an EHCP to the point at which the plan is ready to begin.

How do we adapt the curriculum and learning environment?

- Class teachers plan lessons according to specific needs of all groups of children in their class, and will ensure that your child's needs are met.
- Trained support staff (under the guidance of class teacher) can adapt the teacher's planning to support the needs of your child where necessary.
- Specific resources and strategies will be used to support your child both individually and as part of a small group.
- Planning and teaching will be adapted on a daily basis if needed to meet your child's need.
- The physical environment will be reasonably adjusted if necessary
- Routines will be adapted to meet needs

How do we consult parents of pupils with SEND and involve them in their child's education?

- 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 in school so similar strategies can be used.
- The SENDCo is available to meet with you to discuss your child's progress or any other concern/worry you may have (there is an 'open door' policy).
- For parents of SEND pupils there are extended Parent Consultations three times a year where My Plans are discussed and reviewed.
- Parents may be invited into school to discuss their child's progress at any time and additional meetings are setup as required or as requested by parents to discuss particular aspects of a child's SEND.
- As a school we actively encourage and expect parents to support their child's learning and value the contribution parents can make to the outcomes of pupils.
- All information from outside professionals will be discussed with you, with the person involved directly, or where this is not possible, in a report.
- A home/school diary book may be used to support communication with you, when this has been agreed to be useful for you and your child.
- Pupils with an EHCP have an annual review of the plan. However, if necessary and needs have significantly changed this can happen sooner.

How do we consult with pupils with SEND and involve them in their education?

- All children are encouraged to be active learners and are provided with effective feedback and support with their learning. All children are expected to respond to the feedback.
- Pupil voice is encouraged and supported in a variety of ways and always includes SEND pupils, for example Pupil conferencing, work scrutiny, questionnaires
- Outcomes set for SEND pupil as part of their My Plan/My Plan+ or EHCP will be discussed with pupils either in a conversation with the pupil prior to the review meeting or through their attendance at the meeting (if age appropriate).

How do we assess and review pupils' progress towards their outcomes?

- Your child's progress is continually monitored by his/her class teacher and teaching objectives assessed using the school tracking system

- His/her progress is reviewed formally every term (six times a year). Terms 1,3 and 5 are teacher assessed and reviewed in a meeting with the SENCo where the progress and attainment of all pupils is scrutinised
- Terms 2,4 and 6 are assessed using a range of tests.
- At the end of each key stage (Years 2 and 6) all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something that the government requires all schools to do and the results are published nationally.
- At the end of Year 1 (and again at the end of Year 2 if the standard has not been previously met) children are required to undertake the Phonics Screening Test. This is something that the government requires all schools to do and the results are published nationally
- Children identified as requiring additional SEND support will have a My Plan or My Plan+ which identifies their needs. These needs will be broken down into small outcomes which will be achieved in a given timescale, alongside the support being provided. My Plans will be reviewed three times a year with parental involvement and My Plan+ will be reviewed by the agreed date at the Team Around the Child (TAC) Meeting. New outcomes will be set at these reviews.
- The progress of children with an EHCP is formally reviewed at an Annual Review with all the adults involved with the child's education present at the meeting
- When specific interventions for support are put in place, these are monitored closely by both the class teacher and the SENDCo to check that a child is making good progress. Where this is less than expected, provision will be scrutinised and adapted or changed
- Regular book looks, lesson observation, pupil conferencing and learning walks will be carried out by the senior leadership team to ensure that the needs of all children are met and that the quality of teaching and learning is good or better.

How do we support pupils moving between different phases of education?

We recognise that transition can be difficult for any child but especially so for those children with SEND, and take steps to ensure that any transition is as smooth as possible.

If your child is joining us from another school or pre-school

- The SENDCo and/or the EYFS class teacher will visit pre-schools and where appropriate attend annual review meetings for pre-school children.
- If your child would benefit from a book/passport to support them in understanding moving on, one will be made for them with information about their current placement and their new school.
- Where appropriate opportunities to visit to help your child prepare for their move will be arranged (over and beyond the normal transition days).
- The SENDCO will attend pre-school transition meetings organised by the Advisory Teacher Service.
- If necessary, the SENDCo/EYFS teacher will contact members of staff at the setting you child previously attended.

If your child is moving from St. John's Church of England Academy to another setting:

- We will contact the SENDCo at the new placement and ensure that he/she knows about any special arrangements or support that needs to be made for your child
- We will ensure that your child's records are passed on to the new placement. (taking into account GDPR regulations)
- If possible the SENDCo will arrange to meet with the SENDCo of the receiving school.
- If necessary, the class teacher will contact the receiving teacher.

When moving 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. All My Plans and My Plan+ will be shared with the new teacher

- If your child would be helped by a transition book to support them understand moving on then it will be made for them
- Your child may participate in a transition session or visit the new class. If it is felt that your child would be helped by more frequent visits to the new class then this will be arranged by the class teachers
- The SENDCO will meet with class teachers to share any information to make transition as smooth as possible.

Preparation to for secondary transition:

- The SENDCO/Year 6 teacher will liaise with the secondary school SENDCO to discuss specific needs of your child
- Your child will participate in focused learning about aspects of transition to support their understanding of the changes ahead
- Your child will be invited to visit their new school (Taster Days) on several occasions sometimes accompanied by St John's staff and in some cases staff from the new school will visit your child in this school. More sessions can be arranged if necessary
- The SENDCO/Year 6 teacher will attend secondary transition meetings organised by the Advisory Teacher Service
- The secondary SENDCO will be invited to attend any SEND reviews within Year 6 and in particular any EHCP annual Reviews.

How do we support pupils with SEND to improve their emotional and social development?

We recognise that some children have extra emotional and social needs that require developing and nurturing. These needs can present in a number of ways, including behavioural difficulties, anxiousness and communication difficulties. All classes follow a structured PSHCE curriculum and refer to the Zones of Regulation to support this development. However, for those children who find aspects of this difficult we offer:

- Social skills groups to develop emotional literacy, and the skills needed to initiate friendships and interact socially with their peers. This may include the use of specific programmes e.g. Volcano in my Tummy, Language for Thinking, ELSA
- These programmes are delivered by teaching assistants and a qualified ELSA practitioner.
- Outside agencies such as TIC+ can support your child
- Referral to CAMHS where required are made
- Parents are directed to parenting courses

What expertise and training do our staff have to support pupils with SEND?

All teachers at St. John's Church of England Academy are fully qualified and are teachers of pupils with SEND. The SENDCO's role is to support teachers in planning for the children with SEND to meet their needs.

- The school provides training and support to enable all staff to improve the teaching and learning of all children, including those with SEND.
- Individual teachers and support staff may attend training courses run by outside agencies that are relevant to the needs of specific children in their class, e.g. from the Advisory Teaching Service, DGAT, WGSP.
- TAs receive a range of training as part of their own on-going CPD and to respond to the needs of the individual children they are supporting.
- TAs work under the guidance of class teachers.

How will we secure specialist expertise and how do we involve other organisations in meeting the needs of pupil with SEND and supporting their families?

Within school:

- The SENDCo has achieved the NASENCo qualification (National Award for Special Educational Needs Coordination) within 3 years of taking up the post
- Quality First Teaching from class teachers that is monitored regularly by SLT through learning walks, work scrutiny, pupil conferencing
- The SENDCo attends termly 'SENDCo Cluster Meetings' funded by the L.A. organised to support SENDCos in their work in school, affording an opportunity to discuss special educational needs issues, both nationally and locally, with colleagues from other schools and disseminate information regarding current practice to staff at St. John's C. of E. Academy
- The Diocese of Gloucester Academies Trust also provide training for all SENDCos across the trust.
- WGSP organise forums for the SENDCo providing an opportunity to again discuss, both national and local issues with other SENDCos within the partnership.
- The SENDCo organises training on a needs basis, in response where possible to training needs that are identified by staff and when staff need to be informed about local and national updates/changes to SEND provision.

Outside agencies / professionals:

There are times when it is essential for children to be assessed by or to work with an outside professional. Referrals are made by the school as needed (with parental permission), depending on the individual needs of the child. Some are centrally provided; others are directly paid for by the school. The different services we use, some on a regular basis include:

- Educational Psychology Service
- Advisory Teaching Service
- Speech and Language Therapy (SALT)
- Virtual Schools (Support for Looked After Children)
- School Nursing Team
- Occupational Therapy
- Young Minds Matter
- CAMHS (Children and Adolescents Mental Health Services)
- Community Paediatrician
- Families First - Early Help
- Social Care
- Teens in Crisis (TIC+)
- Voluntary Sectors
- Habilitation Specialist
- Guide Dogs for the Blind

Many of the above organisations will contribute to review meetings, including Team Around the Child (TAC) meetings and will support in setting new outcomes for SEND pupils as needed, ensuring provision remains relevant.

How will we secure provision, resources and facilities to support pupils with SEND?

The school budget, received from the Education, Skills Funding Agency (ESFA), includes money for supporting children with SEND.

The Headteacher, supported by the SENDCo, decides on the deployment of resources for Special Educational Needs and Disabilities, in consultation with the school governors on the basis of needs within the school.

The Headteacher and SENDCo have regular meetings to discuss all information they currently have about SEND in school, including

- Children already getting support
- The children who might need extra support
- The children identified as not making as much progress as would be expected through Quality First Teaching
- Decisions made are under constant review to ensure that the best provision is in place and resources are in place to meet the individual needs of SEND pupils.

How do we evaluate the effectiveness of our SEND provision?

- Monitoring of My Plans / My Plan + and % of outcomes achieved or partly achieved 3 x yearly
- Use of intervention monitoring logs and provision mapping to analyse success of provision pre and post intervention data
- Monitoring by SENDCO and SLT – lesson observations, learning walks, book looks, pupil conferencing
- Monitoring of test data and teacher assessment data for SEND pupils
- Monitoring of interventions through built in assessment tools
- Pupil progress and support meetings for pupils with SEND

How do we handle complaints from parents of children with SEND about provision made at the school?

It is in everyone's interests for complaints to be resolved as quickly and at as low a level as possible. Pupils, staff and parents are expected to listen carefully and respectfully to each other.

- Where an issue arises, parents should, in the first instance, make an appointment to speak with their child's class teacher and seek to resolve any concerns. The complainant needs to feel that they have been listened to and that points raised have been addressed.
- If a parent believes that their concern has not been resolved to their satisfaction or is of a more serious or sensitive nature, an appointment should be made to see the SENDCO.
- Where it is felt an issue has still not been satisfactorily resolved, the Headteacher will investigate further.
- If a parent still feels an issue has not been satisfactorily resolved, they must put their complaint in writing to the Chair of Governors and the Governing Body will deal with the matter through their agreed complaint resolution procedures
- In the unlikely event that the matter is still not resolved, the parent can then take the complaint to the Local Authority.

What support services are available to parents?

SENDIASS (Special Educational Needs and Disability Information, Advice and Support Service) Gloucestershire provides information, advice and support on matters relating to children and young people with SEND. The service is offered to parents and carers of children and young people aged between 0 – 25 years.

SENDIASS provides free, confidential, impartial advice and helps parents play an active and informed role in their child's education. They can be contacted on 0800 158 3603 or by email at sendiass@gloucestershire.org.uk the website address for further information is <http://SENDiassglos.org.uk>

Information about services available to all parents across Gloucestershire can be found at <http://www.glofamiliedirectory.org.uk/kb5/gloucs/glofamiliedirectory/family.page?familychannel=1>

Where can the Local Authority local offer be found? How have we contributed to it?

The SEND information included in this document is provided as part of Gloucestershire Local Authority's Local Offer which can be found at:

<http://www.glofamiliedirectory.org.uk/kb5/gloucs/glofamiliedirectory/results.page?familychannel=2>

