



St John's RC Primary School - Special Educational Needs Information Report

1. What kinds of SEN are provided for at St John's?

Children and young people with SEND have different needs, but the general presumption is that all children with SEND are welcome to apply for a place at our school, in line with the school admissions policy (for pupils with an EHCP, different arrangements apply; please see the relevant paragraph below). The admissions policy for St John's can be found on our website (www.stjohnsrc.rochdale.sch.uk/policies).

If a place is available, we will undertake to use our best endeavours, in partnership with parents, to make the provision required to meet the needs of SEND pupils at this school.

For children with an EHCP, parents have the right to request a particular school and the local authority must comply with that preference and name the school in the EHC plan unless:

- it would be unsuitable for the age, ability, aptitude or SEN of the child or young person, or
- the attendance of the child or young person there would be incompatible with the efficient education of others, or the efficient use of resources.

Before making the decision to name our school in a child's EHCP, the local authority will send the governing body a copy of the EHCP and then consider their comments very carefully before a final decision on placement is made. In addition, the local authority must also seek the agreement of school where the draft EHCP sets out any provision to be delivered on their premises that have been secured through a direct payment (personal budget).

Parents of a child with an EHCP also have the right to seek a place at a special school if they consider that their child's needs can be better met in specialist provision.

2. How does our school know if children need extra support?

At St John's we use a number of strategies to identify if a child needs extra support including:

- Concerns raised by parents/carers, external agencies, teachers, or the pupil's previous school, regarding a pupil's level of progress or inclusion.
- Observation of pupils
- Screening, such as that completed on entry or as a result of a concern being raised, (e.g. Language Link, Dyslexia and Dyscalculia screening) indicates a gap in knowledge and/or skills.
- Use of whole school tracking (attainment outcomes and progress) compared against national expectations.
- A pupil asks for help.

3. What should a parent do if they think that their child may have SEN?

If a parent is concerned about their child's learning then we ask that they initially meet with the child's teacher to discuss these concerns. This initial discussion may lead to a referral to the school Special Educational Needs Coordinator (SENCo), Mrs Hickman.

Parents may also contact Mrs Hickman or the Mr Unsworth (Headteacher) directly if they feel that this is more appropriate.

All parents will be listened to. Their views and aspirations for their child will be central to the assessment and provision that is provided by the school.

4. How will the school support a child with SEN?

At St John's we will ensure that all pupils receive high quality teaching, differentiated to meet the diverse needs of our learners. The quality of teaching provided to pupils with SEND will be monitored in a variety of ways:

- Classroom observations by SMT, including the SENCo.
- Ongoing assessment of progress made by SEND pupils.
- work scrutiny and monitoring of planning to ensure effective matching of learning objectives and activities to the needs of the pupils.
- pupil, parent and staff feedback on the quality and effectiveness of intervention.
- monitoring of attendance and behaviour records.

All pupils have individual National Curriculum targets and these are shared and discussed with parents at Parents Evenings.

Attainments are tracked using a whole school system and children who are struggling to make expected levels of progress are identified quickly. The progress of these children will then be discussed at the half-termly Pupil

Progress Meeting with SMT, including the SENCo. Additional provision to increase the rate of progress will be identified and recorded. Class teachers are responsible for arranging, managing and monitoring provision which is additional to, and different from, that of the majority of the class. This provision will be recorded on a class provision map. Support will be given from the SENCo and SLT when necessary.

If it is decided at the Pupil Progress Meeting that special educational provision is required then parents will be informed that the school feels that their child may require SEN support. The school will seek the partnership of the parents in order to improve the outcomes for the child.

Each child who is placed on the SEN register will create a One Page Profile with parents and staff to identify and record strategies which best support the child and their learning. They will also have an SEND profile, highlighting agency involvement, identified needs and recommendations for support.

Action relating to SEN support will follow an 'assess, plan, do and review' model:

1. **Assess:** Data on the pupil held by the school will be collated by the class teacher in order to make an accurate assessment of the pupil's needs. Parents will always be invited to this early discussion to support the identification of action to improve outcomes.
2. **Plan:** If review of the action taken indicates that "additional to and different from" support will be required, then the views of all involved including the parents and the pupil will be obtained and appropriate evidence-based interventions identified, recorded and implemented by the class/subject teacher with advice from the SENCo.
3. **Do:** SEN support will be recorded on a plan that will identify a clear set of expected outcomes, which will include relevant academic and developmental targets that take into account parents' aspirations for their child. Parents and the pupil will also be consulted on the action they can take to support attainment of the desired outcomes. This will be recorded and a date made for reviewing attainment.
4. **Review:** Progress towards these outcomes will be tracked and reviewed termly with the parents and the pupil.

If progress rates are still judged to be inadequate despite the delivery of high quality interventions, advice will be sought from external agencies

regarding strategies and support to best meet the specific needs of the child. This will only be undertaken after parental consent.

The school will involve external agencies, as appropriate, for advice on meeting the needs of the child with SEND and in further supporting the families.

If a child has significant and complex needs, and the SEN support required to meet their needs cannot reasonably be provided from the school's own resources, a request will be made to the Local Authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care (EHC) plan being provided.

Achievements of pupils with SEND indicates:

Ks1-2: Progress score Summary report (2018)	National SEN Support	School SEN Support	National Statement/ EHCP	School Statement/ EHCP
Reading	-1.2	-2.44	-3.7	-
Writing	-2.2	3.1	-4.3	-
Maths	-1.1	0.23	-4.1	-

5. How will the curriculum be matched to the child's needs?

Our weekly planning format ensures that teachers are focused on the current attainment level of the pupils, thus ensuring that objectives and activities are differentiated to meet the needs of every child in the class. SEND pupils will also have a One Page Profile detailing strategies to best support the child and their learning.

When a pupil has been identified as having SEND, the curriculum and learning environment will be further adapted by the class teacher to reduce any barriers to learning and enable the child to access the curriculum more easily. These adaptations may include strategies suggested by the SENCo and/or external specialists.

If it is appropriate, children may also be provided with specialised equipment or resources such as ICT equipment or additional adult support. All actions will be recorded and discussed with parents.

6. How will parents know how their child is doing?

Attainments towards the agreed outcomes will be shared with parents at three points in the year, through feedback at Parents' Evenings and End of Year Reports. Parents may also request a Home-School diary if they feel

it would be a useful tool for communicating with school staff. Other meetings may be held throughout the year when necessary.

Parents are encouraged to make an appointment with the class teacher, the SENCo or the Headteacher at any time when they feel concerned or have information to share that could impact on their child's success. This can be arranged through the school office on 01706 647195.

7. How will parents be able to support their child's learning?

The school has recently invested in a number of resources to support learning, which can be accessed electronically from home. The school website (<http://www.stjohnsrc.rochdale.sch.uk/>) is currently in the process of being updated, but will include links to all the resources which will enable parents to support their child's learning. When possible, the school also provides parent workshops, e.g. phonics or maths, which aim to provide an opportunity for parents to learn more about how to support their child's learning at home.

The class teacher or SENCo may also provide information on additional strategies or activities for supporting the child's learning.

8. What support will there be for children's overall well-being?

At St John's the well-being of all pupils is very important to us. All classes have teaching assistants to support pupils' learning and promote positive behaviour and our Inclusion Officer provides valuable resources and support as needed.

Any individual behaviour needs are addressed and use of reward charts and behaviour plans ensure that improvements are made over time. Regular communication between home and school supports children with behavioural needs.

Pupils have an opportunity to voice any concerns or worries with any member of staff, but particularly the Inclusion Officer. There are also opportunities for pupils to go to speak to members of the School Council, Playground Pals or the GIFT (Growing in Faith Together) Team.

As well as Literacy and Numeracy based interventions, some children also take part in social skills groups and Lego therapy. These groups help children to develop their social interaction skills and develop emotional resilience and well-being. For children who struggle with social interaction and find break-times difficult, small group opportunities within school, or Playground Pals' support outside, helps children to work on these skills.

9. What specialist services are available through the school?

The school has access to a range of specialist services including:

1. Speech and Language Therapy
2. Rochdale Additional Needs Team
3. Educational Psychology Service
4. Healthy Young Minds
5. Occupational Therapy
6. School Health Service
7. Educational Welfare Officers
8. Social Services

10. What training do the staff supporting children with SEND undertake?

In the last two years school staff have received a range of training at three levels: awareness, enhanced and specialist.

Awareness training has been provided to all staff on how to support pupils on the autistic spectrum.

Enhanced training has been provided on:

- BLAST – Speaking and listening programme
- Talk Boost

Specialist training has been provided to the SENCo on the National SEN Coordination Award and the Governor with specific responsibility for SEN has completed the SEN Governor training. The SENCo and SEN Governor also attended a number of seminars at the Nasen Conference.

We are currently in the process of putting together an SEN CPD programme for the academic year.

11. How are SEND children included in activities outside the classroom, including school trips?

Risk assessments are carried out to ensure that all pupils are able to participate in activities outside of the classroom. The school ensures it has sufficient staff expertise to ensure that no child with SEND is excluded from any school provided activity. If necessary, parents may be invited to attend school trips.

12. How accessible is the school environment?

There are ramps to all the main access points into the school building, however, wheelchair users are unable to access the first floor of the school

as there is currently no lift in the building, a situation which the governors are reviewing. However, if pupils or visitors have mobility problems, there is an 'Evacuation' chair, which staff can assist with, so the pupils and visitors can access the first floor.

Please see the school's Accessibility plan, which can be found on the school website.

13. How does the school prepare SEND children when joining or transferring to a new school?

A number of strategies are in place to enable effective transition. These include:

On entry to Nursery/Reception:

- Class teachers visit the children in their current setting and discuss current attainment. Children and parents also have the opportunity to visit the school.
- The SENCo meets with all new parents of pupils who are known to have SEND early in the Autumn term to allow concerns to be raised and solutions to any perceived challenges to be discussed.

Other transition points:

- If a child is transferring from another school, the previous school records will be requested immediately and a meeting with parents arranged to identify and reduce any concerns.

Transition to Secondary school:

- St Cuthbert's offers a transition programme which begins in Year 5, providing a number of opportunities for pupils and parents to visit the school and meet staff. These opportunities are further enhanced for SEND pupils, often with extra visits being organised and transition booklets being created.
- The annual review for pupils with a statement or EHC plan begins the process where parents are supported to make decisions regarding secondary school choice.
- For pupils transferring to local schools the SENCos of both schools will meet to discuss the needs of the pupils with SEN in order to ensure a smooth transition.

Class to class/Phase to phase

- Teachers hold Transition Meetings to share information about children as they move from one class to another. These meetings allow teachers to discuss all pupils, including those with SEND. Strategies and interventions will be discussed to ensure transition is as smooth as possible for all pupils.

- Any reports/assessments which have been carried out will be shared with the new teacher.
- In the Autumn term, the SENCo will hold 'Drop-ins' to allow teachers to discuss any concerns about SEND pupils in their new class.

14. How are the school's resources allocated and matched to children's special educational needs?

The school receives funding to respond to the needs of pupils with SEND from a number of sources that includes:

1. A proportion of the funds allocated per pupil to the school to provide for their education called the Age Weighted Pupil Unit.
2. The Notional SEN budget. This is a fund devolved to schools to support them to meet the needs of pupils with SEND.
3. The Pupil Premium funding provides additional funding for pupils who are claiming Free School Meals, who are in the care of the local authority or whose parents are in the Armed Services.
4. For those pupils with the most complex needs, the school may be allocated additional educational needs funding from the Local Authorities High Needs SEN Funding allocation.

This funding is then used to provide the equipment and facilities to support pupils with special educational needs and disabilities. These target the broad areas of need:

1. Cognition and learning
2. Behavioural, emotional and social
3. Communication and interaction
4. Sensory and/or physical

If parents wish to discuss the options available for their child, they are welcome to make an appointment to see the class/subject teacher, SENCo, or a member of the Senior Leadership Team.

15. How is the decision made about the level of support a child will receive?

For pupils with SEN but without a statement of educational need/EHCP, the decision regarding the support provided will be taken at joint meetings with the SENCo, class teacher and parent.

For pupils with a statement of educational need/EHCP, this decision will be reached in agreement with parents when the EHCP is being produced or at an annual review

16. How does the school involve parents in discussions about planning for their child's education?

This will be through:

- discussions with the class teacher, SENCo or senior leadership team member,
- during parents evenings,
- meetings with support and external agencies.

In addition, this year the school would like to set up a forum for parents/carers of children with SEND. All parents will be invited to attend these termly meetings to raise issues of concern and to ensure the school provision is responsive to pupil and family needs. Minutes of these meetings will be made available on our website.

17. Who can parents contact for further information or if they have any concerns?

If you wish to discuss your child's special educational needs or are unhappy about any issues regarding the school's response to meeting these needs please contact the following:

- Your child's class teacher,
- The SENCo,
- The Headteacher,
- For complaints, please contact the School Governor with responsibility for SEN, Mrs. Skilling. She can be contacted via the school office.

18. Information on Local Authority's Local Offer:

<http://rochdale.fsd.org.uk/kb5/rochdale/fsd/family.page?familychannel=4>