



St John the Baptist Church of England Primary School

Special Educational Needs and/or Disability (SEND) Information Report

Name of School:	St John the Baptist C of E Primary School Waltham Chase
Name of Head teacher:	Mrs Kay Bowen
Date Policy approved and adopted:	September 2023
Date Due for review:	September 2024

Our Vision

St John the Baptist Church of England (Controlled) Primary School is an inclusive school community. We aim to provide high quality teaching and strive to provide the best learning opportunities for all children. All staff and the Governing Body, recognise that all children are individuals who have different learning needs and want all children with SEND to receive high quality provision. In accordance with the SEND Code of Practice (January, 2015) we believe that *All children are entitled to quality first teaching. Each class teacher must ensure needs of all children are met – they are each accountable for the progress of every child in their class. All teachers are teachers of children with Special Educational Needs.*

We work hard to ensure all children are given the right balance of support and challenge. We understand how important it is to work together in partnership with parents and carers to ensure that every child can make good progress. At the heart of all our work, is the desire for all children to reach their full potential. All teachers work within the Government's Teachers' Standards. All teachers:

- *Adapt teaching to respond to the strengths and needs of all pupils.*
- *Know when and how to scaffold appropriately, using approaches which enable pupils to be taught effectively.*
- *Have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these.*
- *Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development.*
- *Have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language;*

those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

Roles and Responsibilities

Class teacher: responsible for all children entitled to quality first teaching.

SENDCo: monitoring children's progress through pupil progress meetings for children with SEND.

Head teacher/Assistant Head teachers: monitoring progress of all children through pupil progress meetings.

Parents/carers: responsible for working together with school staff as part of the co-production process.

LSAs: to work under the direction of the class teacher.

Roles and Responsibilities

As set out in the SEND Code of Practice (C of P) 2015, the class teacher is responsible for the progress and attainment of every individual in their class. Alison Reilly, the special educational needs coordinator (SENDCo) is responsible for ensuring that the needs for all children with SEND are assessed and planned for appropriately. The SENDCo organises the liaison between parents and carers, school staff and specialist advisors from the local authority and health service. The SENDCo works to ensure that the child's and parents/carers' aims and wishes are heard and respected.

Teaching and Learning

Teachers seek to ensure work is scaffolded to support children, providing appropriate support but also challenge to ensure progress. We aim to deliver a stimulating and exciting curriculum in a multi-sensory way that engages all children. Where necessary, children may be supported by an LSA. We aim to make sure our learning environment meets all our children's needs. Children may be set individual targets in lessons which will be supported within lessons by the class teacher or a Learning Support Assistant (LSA). Occasionally, some targets may be supported outside of a lesson through a specific intervention programme (usually delivered by a trained LSA).

We value highly the benefit of education outside of the classroom and believe that all children should have the opportunity to participate in these experiences. Prior to any educational visit a pre-visit is made by staff and a risk assessment is carried out, which considers the needs of specific children with SEND, making changes where necessary. Where necessary we will meet with parents and carers to discuss concerns and additional support that may be required. We aim to ensure all children have the chance to be part of extra-Curricular activities.

Assessment

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Throughout the school we continually monitor and assess the progress of all our children. We track the progress of children and where progress is not being made, steps and interventions are put in place to support areas of need. Initially, the class teacher will monitor the child carefully and adjust lesson plans accordingly, ensuring high quality differentiation. For any concerns the class teacher can seek advice from the SENDCo.

Pupil Progress Meetings with Head teacher/Assistant head teachers/SENDCo

Each child will be closely monitored as part of the pupil progress cycle.

If a child is identified as needing support in a particular area, the class teacher will plan appropriate short-term adaptations and support within class. The class teacher will keep detailed records of the adaptations and support including any progress made. Following the graduated approach as specified in the SEND Code of Practice (2015) class teachers will follow an 'assess – plan – do – review' cycle as described below:

- Assess a child's needs;
- Plan differentiated work;
- Do – follow the plan for a specified time period;
- Assess review and record the impact of the plan.

If the child continues to need support:

The class teacher assisted by the SENDCo should assess where a child is not making adequate progress, despite high quality teaching targeting an area of need.

They should draw on evidence from a clear analysis of pupil's need such as:

- Teacher's assessment and experience of the pupil;
- Information on pupil progress, attainment, and behaviour;
- Individual's development in comparison to their peers;
- High quality differentiated teaching which is 'additional to or different from.'

In agreement with parents/carers and the SENDCo, the class teacher will complete the online SEND records to consider the child to be placed on the SEND register.

The Code of Practice clearly indicates what is considered special educational needs, 'Pupils have special educational needs if they have any difficulty in accessing education and if they need any special education provision to be made for them that is additional to or different from what is normally available for other pupils.'

There are four areas of need:

- Cognition and learning

- Social, emotional and mental health;
- Physical needs;
- Communication and interaction.

A child may have needs in one or more areas.

SEN Support and the assess, plan, do and review cycle

After being placed on the SEND register, the graduated approach of assess, plan, do and review will be used to ensure that appropriate and effective interventions are put in place. The child's needs are firstly assessed, a plan of action (an individual support plan) is decided upon, SMART targets are set and the intervention/action is carried out and this is in turn reviewed. It may be necessary to ask for the advice of outside agencies. Throughout this process, we work in co-production with parents/carers to ensure that their views are valued and to recognise the valuable part that they play in supporting their child's progress. We meet regularly with parents/carers at least twice a year and encourage parents/carers to maintain contact with the class teacher and SENDCo.

We have links with a wide range of outside agencies which offer specific guidance and support to our school and families.

These include:

- Educational Psychologist (EP)
- Therapists including Speech and Language Therapists (SaLT)
- Occupational Therapists (OT)
- Physiotherapists
- Advisors including Hearing Impairment, Visual Impairment and Physical Disability
- Primary Behaviour Service
- Health Services including school nurse and Child and Adolescent Mental Health Service
- Social Care
- Outreach Services

We seek support from outside agencies for staff and families if it is needed. Parents/carers will be consulted before such advice / support is sought. Programmes suggested will be carried out or advice given will be acted upon.

If a child has a complex SEND an Education, Health and Care Plan may be put in place, which means a formal meeting will be held annually to discuss progress and a report will be written.

Provision

Targets will be set to support the child to make progress in their learning as quickly as possible. The targets set are SMART (specific, measureable, achievable, realistic and time scaled) and aim to be achieved by the time the target is reviewed. If a child has not fully achieved a particular target, the reasons for this will be discussed between class teacher, SENDCo and parents/carers,

and recorded on the Individual Support Plan (ISP), then the target may be adjusted into smaller steps or a different approach may be adopted to ensure the child makes progress. Targets are shared with the child so they are aware of what they are working towards.

Pastoral Support

There are many different ways that we provide pastoral support to children at St. John's. Working in partnership with parents/carers, we are able to carefully assess a child's needs and create a support plan that is individual to the child. A leaflet is available from the School Office which provides information about the various ways that we can assist children to thrive.

We seek to provide additional support to allow all children to be successful in school. This may include approaches such as:

THRIVE

The Thrive approach can be used to teach children emotional regulation strategies by assessing where children have gaps and teaching children to fill these gaps. Our Thrive practitioner can also work with parents to develop strategies to support children at home.

Trick Box

Trick Box is a pictorial tool to help children learn about self-esteem, body language and self-control. At St John's we have chosen 6 pictures which we teach to all children. This learning is delivered in assemblies and reinforced in all class across the school. The children use the pictures as a prompt for the mindful techniques.

Emotional Literacy Support Assistant (ELSA)

An ELSA is trained to support children to develop their emotional literacy which is understanding and coping with their own and other's feelings. They can support developing a child's self esteem, social, friendship and anger management skills. A child can be supported individually or in a very small group. Sessions are fun and may include board games, puppets, role play, art and craft activities and time to talk.

Den Club

Our Key Stage 1 Den Nurture Club takes place in The Den, which was purposefully set up in May 2016. The Den is a warm and welcoming setting to provide a consistent, predictable and safe place for children. It is set up with a table used for art and curriculum activities as well as for sharing a meal, which we call toast time, with a sink for washing up afterwards. We have a carpet area for our circle time, stories and relaxation. The Den Club continues the ethos of an already nurturing environment within St John's School. Therefore, the children are supported within The Den to raise their emotional well-being, self-esteem and have a sense of belonging to the school community. We provide a structured routine with clear boundaries so the children feel safe and secure. Skills developed within the Den Club setting are encouraged to be used within the classroom environment.

Monitoring of provision

The SENDCo, supported by the SEND Governor, regularly checks how well SEND support is helping children in school to ensure that it is appropriate and effective. Monitoring may take the

form of regular lesson observations, book scrutinies and pupil conferencing. In addition, class teachers meet with the SENDCo to formally assess progress as part of pupil progress meetings.

Accessibility

The school site is wheelchair accessible apart from the two small mezzanine areas where access is by stairs, which are used for storage and staff workspace. There is currently one accessible toilet for children or adults.

Training

The SENDCo oversees the provision within the school and manages an effective team of Learning Support Assistants. All staff who work with children in school get training which is ongoing to ensure the school is kept up to date with any changes and priorities. The training needs within the school reflect the needs of the staff and children we work with. The SENDCo meets regularly with other SENDCos from other local schools, these meetings are chaired by an Educational Psychologist.

Reporting to parents/carers

Progress of all children is shared termly. In both Autumn and Spring Terms, parent teacher meetings are held to discuss how children are doing. In the Summer Term parents/carers are provided with a written report, detailing progress within all areas of learning. Parents/carers of children with SEND are also offered the opportunity to discuss progress, assessment and transition plans in the Summer Term.

Raising Concerns

The class teacher is the first point of call for any parental concerns regarding their child. We have an 'open door' policy and would encourage parents and carers to discuss any concerns they may have with the class teacher. We firmly believe that effective SEND provision is secured when children, parents/carers and staff work together to support a child's individual need.

If you are unsure about any of the support or provision being made for your child, please do not hesitate to contact the school office to make an appointment with their class teacher. We endeavour to resolve any problems immediately. If you feel your concern is not resolved through this process, please make an appointment with the SENDCo or Head Teacher.

The complaints procedure can be found on the school website.

Transition

We also work closely with Pre-Schools and previous schools to identify any special educational needs children may have prior to them joining us to ensure we have appropriate support in place when they come to us.

The transfer to a new school can be an anxious time for both child and parent/carer; we encourage contact to the school before applying. Careful planning is made for all children, but for children with SEND an additional transition plan may be put in place. This will generally include early discussions with the school they are coming from or going to and any existing support from

external agencies. Parents and carers will be involved in discussions. During this time, the needs of the child and any concerns are shared. Staff at the new setting will then meet with the child. Specific visits are often planned, allowing the child to familiarise themselves with the learning environment and the staff who will be working with them.

As a feeder school to Swanmore College, we have established a strong transition programme to support children with SEND make a good start in Y7. The teachers together with the SENDCo liaise with any other primary or secondary schools or special units to discuss the needs and provision for any child transferring to them.

Supporting children with medical conditions

We recognise that children with medical conditions should be properly supported so that they have full access to education, including visits offsite and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some may also have SEND and may an EHCP which brings together health and social care needs as well as their special educational provision. In these cases the SEND Code of Practice 2015 is followed.

In school, children with medical conditions have Individual Health Plans (IHP's) describing their condition, daily care needs and action to take in an emergency. The School Nurse liaises with school regarding IHP's which are checked with parents/carers. Parents/carers also sign forms regarding any medication that is required by a child.

The School Nurse and other agencies provide training about medication and first aid when requested.

An Administrative Assistant is responsible for checking equipment is labelled and up to date. For more information, the Supporting Children with Medical Conditions policy is available on the school website.

Further support and advice

Information about services available to parents/carers and children with SEND in Hampshire can be found on the Hampshire County Council's Local Offer webpage:

https://www.hantslocaloffer.info/en/Main_Page

Support4SEND can also offer valuable advice and contact details can be found at <https://www.hants.gov.uk/socialcareandhealth/childrenandfamilies/specialneeds/support4send>. Hampshire SEND team can also be contacted at

<http://www3.hants.gov.uk/childrens-services/specialneeds/sen-home.htm>

Purpose of this report

This information report has been written as required under Section 3.66 of the Special Educational Needs and Disability code of practice 0 – 25 years, January 2015.

Consultation with parents/carers and children has taken place at county and school level. It has been approved by the Governing Body of our school and responsibility for updating it has been delegated to the SEND Governor.

Glossary of terms

SEND – Special Educational Needs and Disability

PP - Personal Plan

IPA - Inclusion Partnership Agreement

LSA - Learning Support Assistant

PSHE - Personal, Health and Social Education

ELSA - Emotional Literacy Support Assistant

EP - Educational Psychologist

SaLT - Therapists including Speech and Language Therapist

OT - Occupational Therapists

EHCP – Education, Health and Care Plan