

Special Educational Needs Information Report



Special Educational Needs Information Report

Deepcar St. John's Junior School

February 2019

1. Aims of our provision in regards to pupils with special educational needs and/or disability

The aims of our policy and practice in relation to special educational needs and disability (SEND) in this school are:

- To make reasonable adjustments for those with a disability by taking action to increase access to the curriculum and the environment for all.
- To ensure that children and young people with SEND engage in the activities of the school alongside pupils who do not have SEND.
- To ensure we offer an inclusive curriculum which provides all pupils with relevant and challenging learning ie set suitable learning challenges, respond to pupils' diverse learning needs, overcome potential barriers to learning and assessment for individuals and groups of pupils.
- To use our best endeavours to secure special educational provision for pupils for whom this is required, that is "additional to and different from" that provided within the differentiated curriculum, to better respond to the four broad areas of need:
 1. Communication and interaction
 2. Cognition and learning
 3. Social, emotional and mental health
 4. Sensory and/or physical
- To request, monitor and respond to parent/carers' and pupils' views in order to evidence high levels of confidence and partnership.
- To ensure a high level of staff expertise to meet pupil need, through well-targeted continuing professional development.
- To support pupils with medical conditions to achieve full inclusion in all school activities by ensuring consultation with health and social care professionals in order to meet the medical needs of pupils.
- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

2. What are special educational needs or a disability?

At Deepcar St. John's we use the definition for SEN and for disability from the SEND Code of Practice (2015). This states:

- Special Educational Needs: A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.
 - A learning difficulty or disability is a **significantly greater difficulty in learning than the majority of others of the same age.**)

- Special educational provision means **educational or training provision that is additional to, or different from**, that made generally for others of the same age in a mainstream setting in England
- Disability: Many children and young people who have SEND may have a disability under the Equality Act 2010 – that is ‘...**a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities**’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.

3. The kinds of special educational needs for which provision is made at the school

- Children and young people with SEND have different needs, but all children with SEND but without an Education, Health and Care Plan (EHCP) are welcome to apply for a place at our school, in line with the school admissions policy. 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 SEND of 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 or college in the EHC plan unless:
 - it would be unsuitable for the age, ability, aptitude or SEND 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/Headteacher 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.

4. How does our school know if children need extra help?

We know when a pupil needs help if:

- Concerns are raised by parents/carers, external agencies, teachers, the pupil’s previous school or the pupil themselves, regarding concerns relating to inadequate levels of progress or inclusion.
- Screening, such as that completed on entry or as a result of a concern being raised, indicates gap in knowledge and/or skills.
- Whole school tracking of attainment outcomes indicates lack of expected rate of progress.
- Observation of the pupil indicates that they have additional needs

5. What should a parent do if it thinks their child may have special educational needs?

- If parents have concerns relating to their child's learning or inclusion then please initially discuss these with your child's teacher. This then may result in a referral to the school SENCo, Miss Jane Steward who can be contacted through the school office or via email, senco@deepcar-st-johns.sheffield.sch.uk.
- Parents may also contact the Headteacher directly if they feel this is more appropriate
- All parents will be listened to. Their views and their aspirations for their child will be central to the assessment and provision that is provided by the school.

6. How will the school support a child with SEND?

- All pupils will be provided with quality first teaching that is differentiated to meet the needs of all learners. The quality of classroom teaching provided to pupils with SEND is monitored through a number of processes that include:
 1. classroom observation by the senior leadership team, the SENCo or external verifiers
 2. ongoing assessment of progress made by pupils with SEND
 3. work sampling to ensure effective matching of work to pupil need
 4. teacher meetings with the SENCo to provide advice and guidance on meeting the needs of pupils with SEND
 5. parental views gathered twice yearly
 6. attendance and behaviour records.
- Pupils with a disability will be provided with reasonable adjustments (such as auxiliary aids and services) to overcome any disadvantage experienced in schools and increase their access to the taught curriculum.
- All pupils have individual national curriculum targets set in line with national outcomes to ensure ambition. Parents are informed of these via the reporting system and at parents' evenings.
- Pupils' attainments are tracked using the whole school tracking system and those failing to make expected levels of progress are identified very quickly. These pupils are then discussed in termly pupil progress meetings that are undertaken between the maths/class teacher and the Headteacher.
- Additional action to increase the rate of progress will then be identified and recorded, that will include a review of the impact of the differentiated teaching being provided to the child, and if required, provision to the teacher of additional strategies to further support the success of the pupil.
- Where it is decided during this early discussion that special educational provision is required to support increased rates, parents will be informed that the school considers their child may require SEN support and their partnership sought in order to improve attainments.
- Staff in school are qualified to carry out an Initial Assessment of their needs if this is felt appropriate and a written report produced.

- 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/subject teacher/SENCo 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 interventions implemented by the 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 and goals and include a wider outcome in consultation with parents. 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 twice yearly with the parents and the pupil during a Structured Conversation Meeting.

If progress rates are judged to be inadequate, advice may be sought from external agencies regarding strategies to best meet the specific needs of a pupil. This will only be undertaken after parent permission has been obtained and is always done whilst respecting the requirements of confidentiality and the Data Protection Act. It may include referral to:

1. Local Authority Support Services
2. Specialists in other schools e.g. teaching schools, special schools
3. Social Care
4. Health partners such as Speech and Language therapy, Child & Adolescent Mental Health Service

For a very small percentage of pupils, whose needs are significant and complex, a MyPlan may be put in place by the school which also follows the assess, plan, do and review model. More information about MyPlans can be found at <https://sheffieldparentcarerforum.org.uk/resources/education/the-myplan/>. This may then progress to a request to the local authority to conduct an assessment of education, health and care needs. This in turn may result in an Education, Health and Care (EHC) Plan being provided.

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

- Teachers plan using pupils' achievement levels, differentiating tasks to ensure progress for every pupil in the classroom.
- When a pupil has been identified as having special educational needs, the curriculum and the learning environment will be further adapted by the teacher to reduce barriers to learning and enable them to access the curriculum more easily.
- These adaptations may include strategies suggested by the Special Educational Needs Coordinator (SENCo) and/or external specialists.

- In addition if it is considered appropriate, pupils may be provided with specialised equipment or resources such as ICT and/or additional adult help. All actions taken by the teacher will be recorded and shared with parents.

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

- Attainments towards the identified outcomes will be shared with parents termly during parents' evening or structured conversations but also through the school reporting system.
- Some children may use a home-school diary to communicate with school staff on a more regular basis if this is thought appropriate.
- Parents are welcome to arrange an appointment to discuss their child's progress with the teacher, SENCo or Headteacher at any time when they feel concerned or have information they feel they would like to share that could impact on their child's success. Please contact the school office who will arrange this appointment for you. The contact number is 0114 2883878.
- Information shared with parents is always done whilst respecting the requirements of confidentiality and the Data Protection Act.

9. How will parents be helped to support their child's learning?

- A pack of suggested activities for helping your child at home is available from school. Please ask the SENCo.
- The maths, class teacher or SENCo may also suggest additional ways of supporting your child's learning.
- Suggestions are also included in Individual Education Plans for how parents can help their child meet the targets set.
- If you have ideas on support that you would like to have access to in order to further support your child's learning, please contact the SENCo who will locate information and guidance for you in this area.

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

The school offers a wide variety of pastoral support for pupils. This includes:

- Teaching in Personal, Social, Health and Economic Education (PSHE), Citizenship and Collective Worship provide pupils with the knowledge, understanding and skills they need to enhance their emotional and social knowledge and well-being. This includes education around anti-bullying.
 - Pupil and Parent voice mechanisms are in place as part of the Structured Conversation process.
 - A Learning Mentor and trained Teaching Assistants provide extra support through one-to-one and small group work for children who need extra support.
- Afterschool club provision with targeted pupils
- The school has gained Healthy School status which evidences the work undertaken within the school to support pupils' well-being and mental health.

11. Pupils with medical needs (Statutory duty under the Children and Families Act)

- Pupils with medical needs will be provided with a detailed Individual Health and Care Plan, compiled in partnership with medical professionals and parents and if appropriate, the pupil themselves.
- Two members of staff are trained to administer and supervise medications.
- All medicine administration procedures adhere to the LA policy and Department of Education (DfE) guidelines included within Supporting pupils at school with medical conditions (DfE) 2014 and identified in the Administration of Medicine Policy.

12. What specialist services are available at the school?

The school has access to a range of specialist support that are identified in **6** above.

13. What training do the staff supporting children and young people with SEND undertake?

- All staff have received 'Making Sense of Autism' (tier 1) and 'Good Autism Practice' (tier 2) training by The National Autistic Society and training in recognising and supporting children with Attachment Disorder.
- Teaching Assistants have received training in:
 - Supporting pupils with dyslexia and literacy difficulties (Precision Training, Speed UP! Handwriting, Reading Recovery, Rainbow Reading).
 - Supporting pupils with maths (1st Class @ Number).
 - Supporting pupils with fine and gross motor difficulties (Brain Gym).
 - Supporting pupils with social, emotional and mental health difficulties (Lego Therapy, Friends Facilitator, Nurture, Theraplay, Drawing and Talking, Attachment Disorder).
 - Supporting pupils with speech, language and communication difficulties (Vocabulary Improvement Programme, Narrative Intervention Programme, Supporting children who stammer, Supporting children with Developmental Language Disorder).
- 2 HLTAs have received advanced training in dyslexia and literacy difficulties.
- The SENCo has a Post Graduate Certificate in Special Educational Needs Coordination.
- The school has visits from outside agencies to support children and provide training for school staff where appropriate.
- The NHS Speech Language Therapist visits termly to assess and plan support for targeted pupils.
- The Governor with specific responsibility for SEND has completed the SEN Governor training.

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

- Risk assessments are carried out and procedures are put in place to enable all children to participate in all school activities.
- The school ensures it has sufficient staff expertise to ensure that no child with SEND is excluded from any school provided activity.

15. How accessible is the school environment?

The following adaptations have been made to the school environment:

- Disabled parking spot marked and located next to the school reception.
- Two lifts have been fitted at either side of school for access to the upper level to ensure the site is accessible to all.
- Ramps have replaced internal steps within school.
- A disabled toilet has been created and ensures accessibility for all pupils and visitors with a disability.
- Our Accessibility Plan describes the actions the school has taken to increase access to the environment, the curriculum and to printed information.

16. How will the school prepare/support my child when joining or transferring to a new school?

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

Transition from Infant School:

- A planned introduction programme is in place to support transfer for pupils starting school in September. This includes extra visits for some pupils with SEND where appropriate.
- Parent/carers are invited to a meeting at the school and are provided with a range of information to support them in enabling their child to settle into the school routine.
- The SENCo meets with the SENCo from the feeder school, Royd Nursery Infant School to share information about all children with SEND.
- If pupils are transferring from another setting, the previous school records will be requested.

Transition to Secondary School

- The transition programme in place for pupils provides a number of opportunities for pupils and parents to meet staff in the new school. These opportunities are further enhanced for pupils with SEND.
- The annual review in Y5 for pupils with an Education, Health and Care Plan begins the process where parents are supported to make decisions regarding secondary school choice.
- Parents will be encouraged to consider options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information provided is comprehensive but accessible.
- Accompanied visits to other providers may be arranged as appropriate.

- For pupils transferring to Stocksbridge High School, the SENCOs of both schools will meet to discuss the needs of pupils with SEND in order to ensure a smooth transition.
- For children transferring to other schools, information and records are passed on.

17. 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:

- A proportion of the funds allocated per pupil to the school to provide for their education called the Age Weighted Pupil Unit.
- The Notional SEN budget. This is a fund devolved to schools to support them to meet the needs of pupils with SEND.
- For those pupils with the most complex needs, the school may be allocated additional educational needs funding from the Local Authority. This funding is then used to provide the equipment and facilities to support pupils with special educational needs and disabilities:

- Quality First teaching in differentiated sets for maths every morning.
- Targeted support in sets for children with SEND.
- Children with exceptional needs may receive one to one or small group support.
- Small group tuition if needed to enable catch up.
- Access to a school nurse and wider health professional support.
- Access to in school support provided by the Learning Mentor.
- Implementation of strategies recommended from support agencies.
- Specific support, advice and guidance is provided to parents and families to improve pupil's readiness for learning.
- Provision of specialist resources or equipment.

In addition:

- 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. The deployment of this funding is published on the school website.

18. How is the decision made about how much support each child will receive?

- For pupils with SEND but without an Education, Health and Care Plan, the support provided will be discussed at the child's Structured Conversation with the parent and the child's class teacher.
- For pupils with a MyPlan or an Education, Health and Care Plan, decisions about support will be reached in agreement with parents when the MyPlan or EHCP is being produced or at an annual review.

19. How will I be involved in discussions about and planning for my child's education?

This will be through:

- discussions with the child's teachers and the SENCo
- during parents' evenings
- meetings with external agencies.

20. Who can I contact for further information or if I 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 teachers
- The SENCo
- The Headteacher
- For complaints, please contact Mrs Nicola Pearce, the School Governor with responsibility for SEND. She can be contacted via the school office or at enquiries@deepcar-st-johns.sheffield.sch.uk

21. Support services for parents of pupils with SEND include:

- Information, Advice and Support Agency Network www.iassnetwork.org.uk offers independent advice and support to parents and carers of all children and young people with SEND.
- For parents who are unhappy with the Local Authority or school responses to their child's SEND, parents may seek mediation and appeal to the Government's SEND tribunal. You can also appeal to the tribunal if the school or council has discriminated against your disabled child. Information on this process is available at <https://www.gov.uk/courts-tribunals/first-tier-tribunal-special-educational-needs-and-disability>

22. The Local Authority's Local Offer.

<http://www.sheffielddirectory.org.uk/kb5/sheffield/directory/localoffer.page?localofferchannelnew=0>

23. The Special educational needs and disability code of practice: 0 to 25 years.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf