

St. John with St. Mark C.E. Primary School

Special Educational Needs (SEN) Information Report

1. What provision is made at St. John with St. Mark C. E. Primary School for SEN?

Admission arrangements

St. John with St. Mark C.E. Primary School is a mainstream setting. We are highly committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils, whatever their needs and abilities. All children are welcomed and the school seeks to raise achievement, remove barriers to learning and increase physical and curricular access to all. We aim to enable every child to learn as effectively as possible, to enjoy his/her learning and to provide a foundation for life-long learning. All children with SEND are valued, respected and are equal members of the school and we will take every opportunity to help them achieve their full potential.

2. How does the school know if children need extra help and what do I do if I think my child has Special Educational Needs?

At St. John with St. Mark C.E. Primary School, children are identified as having SEN through a variety of ways, including the following:-

- Liaison with nursery/previous school
- “Stay and play” sessions involving children and parents before entry into Nursery
- Child performing significantly below age expected targets – informed by on-going teacher assessment and termly pupil progress meetings
- Concerns raised by parent
- Concerns raised by teacher, for e.g. learning difficulties, behaviour or self-esteem are affecting performance
- Termly Special Educational Needs Planning meetings
- Liaison with external agencies, such as Educational Psychology Service or the Additional Needs Team
- Health diagnosis through paediatrician

How will I raise concerns if I need to?

- Talk to us – firstly, contact your child’s class teacher or SENDCo, – Mrs Katie Cass/Ms Gemma Spavin 0161 764 5330 or stjohnmark@bury.gov.uk
- We pride ourselves on building positive relationships with parents. We are open and honest with parents and hope that they are able to do the same with us.

Tests used to support identification of difficulties:

- Wide Range Achievement Test 4 (WRAT4)
- Dyslexia Screening Test – junior
- The Boxall profile
- We also employ a Speech and Language Therapist who uses a range of assessments to diagnose difficulties and speech and language needs.

Links with outside agencies

Once your child has been identified as having SEN, the SENCo may decide that further advice or support from an outside agency is appropriate. We work in partnership with the following agencies:-

- Parent Support Adviser
- School Nurse
- NHS Bury – Occupational Therapy/Speech and Language/Physiotherapy
- Young and Healthy minds
- Educational Psychology Service at Bury
- We also employ an Educational Psychologist
- Additional Needs Team (ANT)
- ARK Primary Pupil Referral Unit (Social, emotional and mental health)
- Curriculum Language Access Service (CLAS)
- Bury Children’s Services

How will school support my child?

Who will oversee, plan, work with my child and how often?

- Our SENCo oversees all support and progress of any child requiring additional support across the school.
- The class teacher will oversee, plan and work with each child with SEN in their class to ensure that progress in every area is made.
- There will be a Teaching Assistant (TA) working with your child either individually or as part of a group, for an amount of time during the week, if this is seen as appropriate by the class teacher and SENCo. The interventions and timetabling of support will be explained to parents as part of the children’s personal targets review system.
- We also have group interventions, supported by a teaching assistant. These are Fresh Start which improves gross and fine motor skills, Numicon which helps develop maths and RWI which helps develop phonic knowledge and reading
- We also have extra teachers who come in and “boost” children in Key Stage 1 and 2.
- Based on the support and provision already given to a child with SEN, a decision will be made regarding additional support for SATs at the end of Key Stage Two. Class Teacher, SENCo, Head Teacher and parents will be involved in the decision making process.

Who will explain this to me?

- When a child is placed on the school’s SEND List, the class teacher will identify targets for development and will incorporate this into child friendly personalised targets.
- Some children with more complex needs will be provided with an *Assess, Plan, Do, Review* plan (APDR). If your child has an APDR plan, the teacher will share your child’s targets with you. Your child’s targets will be sent home for you to read and you will be able to discuss them and their general progress in school at the Parent’s Evenings. However if you wish to discuss your child’s SEN at any other time simply contact school and arrange to speak to the class teacher or Mrs Harvey.
- For further information the SENCo is available to discuss support in more detail.

3. How will both you and I know how my child is doing and how will you help me to support my child’s learning?

The Governors and their responsibilities

- The Head Teacher reports to the Governors annually to inform them about the progress of children with SEND; this report does not refer to individual children and confidentiality is maintained at all times.
- One of the Governors is responsible for SEN and meets regularly with the SENCo.

- The Governors agree priorities for spending within the SEN budget with the overall aim that all children receive the support they need in order to make progress.

How do we know if it has had an impact?

- By reviewing children's progress and ensuring that needs are being met.
- By targeting either individual or group intervention.
- The child is making progress academically against national/age expected levels and the gap is narrowing – they are catching up to their peers or expected age levels.
- Verbal feedback from the teacher, parent and pupil.
- Children may be taken off of the SEN register when they have made sufficient progress that additional support is no longer required.

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

What are the school's approaches towards differentiation and how will that help my child?

- All work within class is pitched at an appropriate level through differentiation so that all children are able to access the curriculum according to their specific needs.
- The benefit of this type of differentiation is that all children can access a lesson and learn at their level.

How are the school's resources allocated and matched to children's SEN needs?

- We ensure that all children who have Special Educational Needs are met to the best of the school's ability with the funds available.
- We have a team of TAs who are funded from the SEN budget and deliver programmes designed to meet groups of children's needs.
- Resources to support SEN children are funded from the SEN budget, such as 'Numicon'. The use of these resources is monitored by the SENCo.
- The budget is allocated on a needs basis. The children who have the most complex needs are given the most support.
- The school is committed to being fully inclusive and allocates sufficient resources to each child to ensure they are successful.

How is the decision about what type and how much support my child will receive?

- The class teacher alongside the SENCo will discuss the child's needs and what support is appropriate.
- Different children will require different levels of support in order to bridge the gap to achieve age expected levels. This will be through on-going discussions with parents.

How will I know how well my child is doing and how will you help me to support my child's learning? What opportunities will there be for me to discuss my child's progress?

- We offer an open door policy where you are welcome at any time to make an appointment to meet with either the class teacher and/or SENCo to discuss how your child is getting on. We can offer advice and practical ways that you can help your child at home.
- We believe that your child's education should be a partnership between parents and teachers, therefore we aim to keep communication channels open, especially if your child has complex needs.
- If your child is on the SEND List they will have individual/group targets. These are monitored and evaluated on either a half-termly or termly basis and parents are welcome to discuss them at any time. The targets set are *Specific, Measurable, Achievable, Realistic, Time* (SMART) targets with the expectation that the child will achieve the target by the time it is reviewed.

- If your child has complex SEN they may have an Education Health Care Plan or Statement of SEN. This means that a formal review meeting will take place at least yearly to discuss your child's progress and a report will be written by the school and any professionals who are involved.
- From September 2014, children with a Statement of SEN will be transferred to an Educational Health Care Plan (EHC plan). The transfer will be staggered, according to year groups, up until 2018. An EHC plan is the document which replaces Statements of SEN and Learning Difficulties Assessments for children and young people with Special Educational Needs. An EHC plan can only be issued after a child or young person has gone through the process of EHC needs assessment.
For EHC plan information please see <http://www.bury.gov.uk/index.aspx?articleid=3127>

How does the school know how well my child is doing?

- As a school we measure children's progress in learning against national age related expectations.
- The class teacher continually assesses each child and notes areas where they are improving and where further support is needed. As a school, we track children's progress from entry at Reception through to Year 6, using a variety of different methods including Assessment Without Levels (AWL). All teacher assessments are closely monitored by both the Senior Management Team.
- Children who are not making expected progress are picked up through pupil progress meetings with the Class teacher and Head teacher. In this meeting a discussion takes place concerning why individual children are experiencing difficulty and what further support can be given to aid their progression. If your child is discussed at one of these meetings parents are informed if it leads to being placed on the school's SEN List.
- Children on the SEN List are targeted and tracked through a provision map, or APDR Plan which the class teacher and SENCo update each half-term, or whenever necessary.
- When the SEN child's provision map or APDR Plan is reviewed, comments are made against each target to show what progress the child has made. If the child has not met the target, the reasons for this will be discussed, then the target may be adapted into smaller steps or a different approach may be tried to ensure the child does make progress.

What support will there be for my child's overall well-being? What is the pastoral, medical and social support available in school?

- We are an inclusive school; we welcome and celebrate diversity. All staff believe that having high self-esteem is crucial to a child's well-being. We have a caring, understanding team looking after our children.
- The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class, therefore this would be the parents' first point of contact. If further support is required the class teacher liaises with the SENCo for further advice and support. This may involve working alongside outside agencies such as Health and Social Services, the Additional Needs Team or Primary Pupil Referral Unit.
- The school also has an attached Parent Support Adviser who supports and advises individual families. In some cases she is able to offer 1:1 or group support for children. She also offers access to parenting courses throughout the school year.

What support is there for behaviour, avoiding exclusion and increasing attendance?

- Children will not be placed on the SEN List if behaviour is the only concern. Behaviour can be linked to poor self-esteem, due to academic ability, and this will be monitored by the staff and SENCo.

- As a school we have a very positive approach to all types of behaviour with a clear reward system that is followed by all staff and pupils.
- After any behavioural incident we expect the child to reflect on their behaviour with an adult. This helps to identify why the incident happened and what the child needs to do differently next time to change and improve their behaviour.
- Attendance of every child is monitored on a daily basis by the school administrator Mrs Claire Stebbings.
- Lateness and absence are recorded and reported upon to the Head teacher. Good attendance is actively encouraged throughout the school.

How does the school manage the administration of medicines?

- The school has a policy regarding the administration and managing of medicines on the school site.
- Parents need to contact the school office if medication is prescribed by Health Professionals to be taken during the school day and the admin. Staff will oversee the administration of any medications.
- As a staff we have regular training and updates of conditions and medication affecting individual children so that all staff are able to manage medical situations.

4. St. John with St. Mark C. E. Primary School SENCo:

Mrs Katie Cass/Ms Gemma Spavin - 0161 764 5330 or stjohmark@bury.gov.uk

5. What training is provided for staff supporting children with SEN?

Our school is dedicated to providing the best quality support for all pupils with SEN. Prior to your child joining our school we would ensure appropriately trained staff are in place to support them. We are constantly revising and improving our provision through continuing professional development for all our staff. If a child joins us whose type of needs had not previously been supported within the school, members of staff would receive appropriate training.

- The TAs who deliver Speech & Language programmes receive training, advice and support from our Speech and Language Therapist, Mrs Filer. TAs will also attend speech therapy appointments, alongside parents, for SEN children.
- We also have access to additional Educational Psychologist advice.
- The majority of our TAs have had training in delivering reading and spelling/phonics programmes.
- All staff regularly attend training sessions to develop their knowledge of supporting children's learning.
- Regular staff meetings focus upon specific SEN difficulties and how to improve support.

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

- All children are included in all parts of the school curriculum and we aim for all children to be included on school trips. We will provide the necessary support to ensure that this is successful.
- A risk assessment is carried out prior to any off site activity to ensure no-one's Health & Safety will be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities which will cover the same curriculum areas will be provided in school.

6. How accessible is the school environment?

- The school site is wheelchair accessible, with a disabled toilet large enough to accommodate changing. The school has ramps at specified fire exits.
- In partnership with the Additional Needs Team, the school carries out risk assessments for specific children as the need arises.
- We liaise with Curriculum Language Access Service (CLAS) who assist us in supporting our families with English as an additional language.
- We also employ bi-lingual teaching assistants to aid children whose first language is not English
- Fire drills are practised half termly to ensure everyone can exit the building safely

7. How are parents/carers currently involved in our school?

- We actively encourage parents to volunteer within school, e.g. supporting school trips, hearing readers, helping with clubs etc.
- We regularly host workshops to enable parents to understand and better support their child as a learner.
- Prior to joining nursery, staff undertake home visits to meet the child and their parents or carers.
- Prior to your child joining us in Foundation Stage 2, we hold an induction evening for parents.
- The class teacher will meet with parents three times yearly at Parents' evening to discuss your child's needs, support and progress.
- In the mornings we have additional staff on hand to liaise with parents and children.

Who can I contact for further information?

- First point of contact would be your child's class teacher to discuss all matters regarding your child.
- You could also arrange to meet our SENCo, Mrs Katie Cass/Ms Gemma Spavin

8. How will my child be able to contribute their views?

- We value and celebrate each child being able to express their views on all aspects of school life. This is usually carried out through the School Council which has an open forum for any issues or viewpoints to be raised.
- Children who have APDR plans (Assess, plan, do, review plans) discuss and set their targets with their class teacher.
- There is an annual pupil questionnaire in Key Stage 2, where we actively seek the viewpoints of children especially about bullying
- If your child has a worry or concern they are able to discuss these with one of our TAs.

9. What steps should I take if I have a concern about the school's SEND provision?

- If you have concerns these should be raised in line with the school complaints procedure.

10. What specialist services and expertise are available at or accessed by our school?

- Our SENCo is trained and has a breadth of knowledge and experience. She regularly attends training courses to develop her knowledge of SEN issues and pass onto the other teaching staff. She has achieved the NaSENCO Award which will also increase her knowledge of SEN issues.
- As a school we work closely with any external agencies that we feel are relevant to individual children's needs within our school including: - Health including – GPs, school nurse, clinical psychologist, paediatricians, speech & language therapists; occupational therapists; social services and Educational Psychologists.
- Please also see 'Links with outside agencies' in Section 2.
- If your Year 6 child has complex needs or receives a Statement, the annual review will be used as a transition meeting during which we will invite staff from high school to attend.

11. How do I contact specialist services?

A number of services, listed below, are contactable directly or through your GP. Alternatively you can get the details from the SENCo:

- Bury Metropolitan Borough Council Special Educational Needs Service
- Educational Psychology Service
- Child and Adolescent Mental Health Service (CAMHS);
- Bury Parent's Forum
- IASS Bury (Information and Advice Support Service Network)
- See the Bury Directory for a detailed list of SEN and disability services available <http://www.theburydirectory.co.uk/kb5/bury/directory/localoffer.page>

12. How will the school prepare and support my child when joining the school and when transferring to a new school?

- We encourage all new children to visit the school prior to starting and they are shown around the school. For children with SEN we would encourage further visits to assist with the acclimatisation of the new surroundings. We would also visit them in their current nursery.
- We write social stories with children if transition is potentially going to be difficult.
- When children are preparing to leave us for a new school, typically to go to secondary education, we arrange additional visits. We often run specifically tailored programmes to aid transition for more vulnerable pupils.
- We liaise closely with staff when receiving from and transferring children to different schools, ensuring all relevant paperwork is passed on and all needs are discussed and understood.

Who should I contact if I am considering whether my child should join the school?

- Contact the school Admin office to arrange to meet the Head teacher, Mr Steven Ollis or SENDCo's Mrs Katie Cass/Ms Gemma Spavin who would willingly discuss how the school could meet your child's needs.
- If your child has complex needs or receives a Statement or EHC plan, a review will be used as a transition meeting during which we will invite staff from both schools to attend.

13. Where can I get further information about services for my child?

Bury Directory website <http://www.theburydirectory.co.uk/kb5/bury/directory/localoffer.page>

Reviewed October 2017 by Mr S Ollis/Mrs Katie Cass

This report complies with Section 69 (2) of the Children and Families Act 2014 and regulation 51 and Schedule 1 of the Special Educational Needs and Disability Regulations 2014.

This report has been written in conjunction with the school accessibility plan written by the governors in compliance with paragraph 3 of schedule 10 to the Equality Act 2014