

St John the Baptist RC Primary School
SEND
INFORMATION REPORT

The Devon Local Offer

<http://www.devon.gov.uk/send>

<p>1. What are the kinds of special educational needs and disability (SEND) for which provision is made at St John's?</p>	<p>St John's follows the SEND Code of Practice 2014. Which can be found at: https://www.gov.uk/government/publications/send-code-of-practice-0-to-25</p> <p>Within the Code of Practice there are four categories of special educational needs identified:</p> <p>1. Cognition and Learning - this includes</p> <ul style="list-style-type: none">* Specific learning difficulties eg dyslexia or dyspraxia* Moderate learning difficulties (MLD)* Severe learning difficulties (SLD), and* Profound and multiple learning difficulties (PMLD) <p>2. Social, Emotional and Mental Health Difficulties - there are a wide range of social and emotional difficulties, which are manifested in a range of ways. These may include being withdrawn or isolated, or present as challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression. This includes</p> <ul style="list-style-type: none">• Attention Deficit Disorder (ADD)• Attention Deficit and Hyperactivity Disorder (DHD)• Attachment Disorder <p>3. Communication and Interaction needs - children 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 because they do not understand or apply social rules of communication. This includes</p> <ul style="list-style-type: none">• Speech, language and communication needs (SLCN)
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	<ul style="list-style-type: none"> • Autistic Spectrum Disorder (ASD) including Asperger Syndrome <p>4. Sensory and/or Physical needs - this includes:</p> <ul style="list-style-type: none"> • Visual impairment (VI) • Hearing impairment (HI - including Deaf and hearing impairment) • Multi-sensory impairment
<p>2. What are St John's policies for identification and assessment of pupils with SEND?</p>	<p>The SEND Policy is on the school website.</p> <p>The identification of SEN needs is part of our on going pupil progress monitoring and data analysis. Each half term data is formally reviewed and individual children who have not made expected progress or who are not achieving in line with their peers are highlighted and discussed. Pupil progress meetings are the platform for in depth discussions which are held half termly. Discussions with parents and pupils are held to establish if the term of SEN is appropriate. If this is the case parents are notified that their child has been placed on the School SEN register.</p>
<p>3. What are the arrangements for consulting parents of children with special educational needs, and involving such parents in the education of their child?</p>	<p>All teachers at St John's are available at the beginning or end of the day for informal chats to encourage the flow of communication at all times. More formal appointments may be arranged by phoning the school as well as termly parent meetings. If school has concerns regarding a child or their progress they will contact the parents. Parents of pupils who have a statement of educational need are involved in annual review meetings. Parents have written reports sent to them when a child has worked with an outside professional, eg Ed Psych or Speech Therapist. Letters are sent to parents explaining if and why a child would benefit from a particular intervention, eg Fun Fit.</p> <p>The Devon Assessment Framework (DAF) process is used to plan and review provision for children. Review meetings are scheduled to encourage parents and outside agencies to jointly discuss outcomes and set new targets.</p>

<p>4. What are the arrangements at St John's for consulting young people with special educational needs about, and involving them in their education?</p>	<p>The school is planning to start 'listen to me' meetings before My Plan reviews. These will be adapted according to the age of the children. Pupils contribute their views to their annual review.</p> <p>Conferencing meetings are held with pupils to discuss progress and next steps as part of feedback in lessons</p>
<p>5. What are St John's arrangements for assessing and reviewing the progress?</p>	<p>Assessment tools are used for specific interventions for example eg Thrive, Speech Link, Language Link, Counting to Calculation. All pupils' progress is tracked and up dated half-termly - progress and attainment is For pupils with DAF 2a My Plan Reviews are held at least termly Pupil Progress Meetings are held between the Head and class teacher</p>
<p>6. What are St John's arrangements for supporting pupils with special educational needs in a transfer between phases of education or in preparation for adulthood and</p>	<p>Starting School:</p> <p>St John's has strong links with the pre-school in town and early years providers. The SENCO at St John's attends DAF meetings for children at the pre-school to plan provision ahead of their transfer into primary school. In the summer term before starting school a number of procedures are put into place so that all children have a smooth and successful introduction to school: home visits and a series of transition afternoons. After three weeks at school initial meeting with parents are held. In addition to this the SENCO will also attend meetings with parents of children with SEND.</p>

independent living?

Transition between classes:

As St Johns has only 4 classes all pupils and their needs are well-known to all staff even if not part of their regular class. However, teachers meet to ensure key information is shared

Transitional activities usually take place for the whole school for one afternoon every week for the second half of the summer term. Individual enhanced transition plans may begin earlier.

Individual arrangements are created to meet individual needs and may include: an enhanced transition time spent with additional transitional activities; additional time spent with the new teacher; additional time spent in the new environment; transition book with photographs and clearly identified aspects which will stay the same and those which will be different .

Transition to Secondary School:

Meetings take place with parents, pupils and staff from both settings in the summer term or earlier if appropriate, to plan the package for transition

Transition to the next phase of education includes enhanced visits to the new school

Meetings are arranged with key staff from the SEN department of the new school

Meeting other pupils, starting the support of friendships, is organised

Individual arrangements are constructed between staff at St Johns and the SEN staff in the individual secondary schools. This starts in the autumn term when secondary schools are invited to Year 6 annual reviews.

7. In what ways does St John's

Through High Quality Wave One Provision a differentiated curriculum is provided to meet the needs of all pupils. This may involve different styles of teaching:

adapt the school and learning environment?

auditory - listening,
visual - seeing / looking
kinaesthetic - active doing / making.

The learning environment is used to enable these approaches to be employed effectively.
The outside spaces are utilised to enable the most appropriate learning to take place. This is being developed further and we hope to restart a 'Forest Schools' program in the summer term.
The site is accessible to wheelchair users and there is a disabled toilet
Advisory services are drawn in to support staff in planning the curriculum and the environment. For example outreach from specialist teachers, teachers from special schools, eg Bidwellbrook or advisory teachers with specific specialisms such as Autistic Spectrum Disorder, Communication and Interaction, Visual or Hearing Impairment teams.
Extending opportunities, for example all trips/visits take into account individual SEND needs and activities are designed to meet the needs.

8. What are St John's approaches to teaching pupils with SEN?

There is an inclusive ethos that is well established at St Johns and pupils with SEN are welcomed and well-supported. Our aim is to meet individual needs in an age appropriate classroom with peers using differentiated resources to support learning and promote independence. Planned evidence based intervention is provided at a time to suit individual need. Timetables are constructed and reviewed as part of the assess, plan, do and review process. Interventions are personalised and focused to meet specific targets
Adults communicate to ensure a consistency of provision is provided
DAF 2a My Plans/Provision Maps are used to document SMART targets, and to monitor progress and outcomes of interventions. They are formally reviewed at least termly

	<p>Continued Professional Development (CPD) for staff is used to identify need and plan whole School provision as well as addressing individual staff needs.</p>
<p>9. How is the expertise and training of staff carried out in relation to children with SEN and how is specialist expertise secured?</p>	<p>We adhere to the principle that all teachers are teachers of SEN</p> <p>All teachers have performance management meetings where CPD needs are formally identified and fed into the School Improvement Plan.</p> <p>Termly Educational Psychologist Planning Meetings enable emerging training needs to be identified.</p> <p>The SENCO works as part of the staff team and communicates emerging training needs</p> <p>The SEN Audit and review of staff training needs is considered annually</p> <p>SENCO regularly updates and provides staff with information with regard to strategies for supporting children specifically for the four areas of need</p> <p>SENCO has allocated time and flexibility to respond to need. SENCO has regular opportunity to contribute to Staff Meeting Agendas.</p> <p>Further advice is gained through working collaboratively with colleagues at St John the Baptist Primary School.</p>
<p>10. How does St John's evaluate the effectiveness of its provision for such pupils?</p>	<p>There are systems for evaluating the quality of provision with the Head Teacher which includes:</p> <ul style="list-style-type: none"> Observations of lessons Observations of interventions Learning walks Performance Management Meetings Scrutinizing work, including books Data analysis Evaluating quality of provision by reviewing staff expertise Pupil progress is reviewed and evaluation of impact of additional provision is monitored Attendance and exclusion data are monitored by SENCO and Head of School Pre and post intervention data is monitored by class teachers, SENCO and Head of St John's Primary School. SEND Audit provides school overview of needs

<p>11. How does St John's enable pupils with SEN to engage in the activities in the School, including physical activities, together with children who do not have SEN?</p>	<p>St John's follows the guidance provided in the Equality Act 2010 The Accessibility Plan is regularly reviewed by governors Differentiation at wave one enables pupils to engage at an appropriate level with their peers Wave two interventions are provided to meet specific need Individual programmes are constructed to enable participation with peers appropriately SEND pupils engagement with extra curricular activities is monitored Risk Assessments for Trips/Visits are carried out using risks assessment forms or county recommended Evolve programme (for residential) Activities are always set up to enable all pupils to participate fully Advice is sought from specialists when appropriate</p>
<p>12. What support is available for improving the emotional mental and social development of pupils with SEN?</p>	<p>The Thrive approach is used and the school has several trained practitioners. There is a trained counsellor/play therapist who works in school one afternoon a week. PSHE curriculum assessments identify needs and planning is designed to meet identified needs including group interventions and differentiation within classes There are regular reviews of the Anti Bullying Policy and the Behaviour Policy, which involve parents, Governors, pupils and staff. Advice is requested when appropriate from advisory services such as Children and Adult Mental Health Service (CAMHS) Advice and recommendations from outside agencies are used in the planning process.</p>
<p>13. How does the governing body involve other bodies, including health and social services bodies,</p>	<p>SENCO meets termly with the Education Psychologist EP SENCO manages referrals to CAHMS, EP, Speech and Language Therapist, Behaviour Support Advisory Teacher - Pam Bragagnolo, and advisory services such as Visual Impairment, Hearing Impairment - Sue Carter and the Communication and Interaction Team Any additional funding is accessed through the DAF process which is overseen by SENCO</p>

<p>local authority support services and voluntary organisations in meeting the needs of pupils with special educational needs and in supporting the families of such pupils?</p>	<p>The SEN Governor visits and reports termly Parent Partnership provides free confidential advice</p>
<p>14. What are the governing body arrangements relating to the treatment of complaints from parents of pupils with special education needs concerning the provision made at the St John's?</p>	<p>As we believe all teachers are teachers of special education needs the first point of contact is the class teacher The SENCO is available to meet parents The Head of St John's is also available to meet - please contact the school office to make an appointment Formal complaints procedure in detailed in the policy</p>

Admissions;

The Governing Body has agreed with the LEA admissions criteria which do not discriminate against pupils with special educational needs or disabilities, and its admissions policy has due regard for the guidance in the Code of Practice.

Parents or carers seeking the admission of a pupil with mobility difficulties are advised to approach the school well in advance so that consultations can take place.