



## **SEND Information Report**

**Agreed by Governors November 2016**

### **Our Vision**

St John the Baptist CE (Controlled) Primary School is an inclusive school community. We aim to provide quality first 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. 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.

### **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 every individual in their class. The special educational needs coordinator (SENCo) is responsible for ensuring that the needs for all children with SEND are assessed and planned for appropriately. The SENCo organises the liaison between parents and carers, school staff and specialist advisors from the local authority and health service. The SENCo works to ensure that the child's and parents' aims and wishes are heard and respected.

### **Teaching and Learning**

Teachers seek to ensure work is adapted for children, providing appropriate support but also challenge. 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-Curriculum activities.

### **Assessment**

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. However, if progress is still not being made staff work together with the SENCo to put in place appropriate support and provision. 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.' Once a child has been assessed as having special educational needs they will be placed on the special educational needs and/or disability register. Parents will be informed by the class teacher when it is decided to put a child on the SEND register.

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 is decided upon, the intervention/action is carried out and this is in turn reviewed. It may be necessary to ask for the advice of outside agencies.

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 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 Inclusion Partnership Agreement (IPA), or 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.

The social and emotional wellbeing of our pupils is valued and we have worked to develop and maintain a strong community ethos. Personal, Health and Social Education (PSHE) provides the opportunity for children to discuss issues such as low self-esteem, positive relationships and teamwork. We have a trained Emotional Literacy Support Assistant (ELSA) who is able to offer additional support. Where necessary, specific plans may be put in place to support a child's well-being: parents will be consulted.

## **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, SENCo and

parents/carers, then the target may be adjusted into smaller steps or a different approach may be adopted to ensure the child makes progress.

### **Monitoring of provision**

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

### **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 SENCo oversees the provision within the school and manages an effective team of Learning Support Assistants: training 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 SENCo meets regularly with other SENCos from other local schools, these are chaired by an Educational Psychologist.

### **Reporting to parents**

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 are provided with a written report, detailing progress within all areas of learning.

### **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 SENCo 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 visits 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.

An Inclusion Partnership Agreement (IPA) which details clear targets and action points, may be put in place to support transition if it is felt necessary.

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 SENCo 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 have a statement or 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 2014 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 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 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](https://www.hantslocaloffer.info/en/Main_Page)

Parent Partnership can also offer valuable advice and contact details can be found at [www.hants.gov.uk/parentpartnership](http://www.hants.gov.uk/parentpartnership) . 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 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

IPA - Inclusion Partnership Agreement