

St John the Baptist Church of England Primary school, Findon

Special Educational Needs Information Report

Schedule 1 regulation 51

(Special Educational Needs and Disability Regulations 2014 compiling with Section 69 (2) of the Childrens' and Families Act 2014, Regulation 51 and Schedule 1 of the SEND Regulations 2014)

"All children and young people are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential. This should enable them to:

- achieve their best,*
- become confident individuals living fulfilling lives,*
- make a successful transition into adulthood, whether into employment, further or higher education or training.*

Every school is required to use their best endeavours to make sure that a child with SEN gets the support they need – this means doing everything they can to meet children and young people's SEN."

(SEND 0-25 Code of Practice, 2015, p92)

St John the Baptist Primary School is a mainstream school which provides a broad and balanced curriculum for all children. The National Curriculum is the framework from which our teachers start their planning. When planning, teachers set suitable learning challenges, responding to children's varied learning needs. All barriers to learning are addressed, but some children will have special educational needs (SEN) and/or disabilities that require particular action by the school to ensure that they are able to effectively access the curriculum.

What are the aims of our provision in regards to pupils with special educational needs and/or disability?

At St John the Baptist Primary school, through our policy and practice in relation to special educational need and disability we aim to make reasonable adjustments and give appropriate support for those with a disability, by taking action to increase access to the curriculum, the environment and to printed information for all. We ensure that children and young people with SEN are given the opportunity and support required in order to engage in the activities of the school alongside pupils who do not have SEN. We aim to reduce barriers to progress by embedding the principles in the National Curriculum Inclusion statement

<https://www.gov.uk/government/collections/national-curriculum>

Through our best endeavours we aim 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, mental and emotional health,
4. Sensory/physical.

Through a close collaboration with parent/carers and pupils, we aim to respond to their requests and monitor their views in order to evidence high levels of confidence and partnership. Through well-targeted continuing professional development, we ensure a high level of staff expertise to meet pupil need. We aim 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. We will 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.

What are special educational needs (SEN) or a disability?

At our school we use the definition for SEN and for disability from the SEND Code of Practice (2014). 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 SEN 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.*

What kinds of special educational needs (SEN) is provision made at the school?

Children and young people with SEN have different needs, but the general presumption is that all children with SEN 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 SEN 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: o it would be unsuitable for the age, ability, aptitude or SEN of the child or young person, or o 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 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 it they consider that their child's needs can be better met in specialist provision.

How does our school know if children need extra help?

There are a variety ways in which a child's needs are identified. It may be through concerns raised by parents/carers, external agencies, teachers, the pupil's previous school or the pupil themselves, relating to inadequate levels of progress or inclusion. Assessment or screening, such as that completed on entry as a result of a concern being raised may indicate a gap in knowledge and/or skills. Whole school tracking of attainment outcomes are monitored and may indicate lack of expected rate of progress. Observation of the pupil often highlights and helps identify additional needs.

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 SENDCo, Mrs Stoner who can be contacted through the school office or class teacher. Parents may also contact the SENDCo or the Head teacher directly if they feel this is more appropriate. The parents' views and their aspirations for their child will be central to the assessment and provision that is provided by the school.

How will the school support a child with SEND?

Some of the children who join us have already been in early pre-school education. In a few cases, children join us with their needs already assessed. All children are assessed when they enter our school, so that we can build upon their prior learning. We use this information to provide starting points for the development of an appropriate curriculum for all our children. There are then a variety of ways we gather more information about individual children (as opposed to the assessments that all children undertake). As well as the assessments that the school have on site, we also share assessments and advice within the Angmering Locality to school, ensuring that we can analyse an individual's needs. Classroom and playground observations, as well as information from parents, then help complete our findings.

If our assessments show that a child may have a learning or emotional difficulty, we use a range of strategies that make full use of all available classroom and school resources. The child's class teacher will offer interventions that are different from or additional to the quality-first teaching provided as part of the school's usual working practices. The class teacher will continue to keep parents informed and draw upon them for additional information. The SENCO, if not already involved, will become involved if the teacher and parents feel that the child would benefit from further support. At this point a cause for concern will be raised and the child will be put on our SEND register in order to monitor progress. Through on-going assessments and monitoring, the child's progress will be analysed and if there has been little or no progress, then the SENCO will take the lead in further assessments of the child's needs, and the advice of external agencies may be sought. Following parental permission, where appropriate, external agencies that may be contacted include Local

Authority Support Services; specialists in other schools; Social services; health partners such as school nurse, Child & Adolescent Mental Health Services etc.

This level of support is called School Support, of which there are three stages:

School Support 1: Low level of support with in-school learning assessments undertaken or single professional advice sought. Some single or group intervention support. Cause for concern raised and progress monitored.

School Support 2: Moderate level of support with a single professional involvement in assessment or provision. Single area of need. Some single or group intervention support. Individual Learning Plan (ILP) raised and reviewed termly and Agency Targets reviewed regularly.

School Support 3: High level of support with at least one, but possibly more professionals involved in assessment or provision. Severe or multiple needs. High level and frequent intervention support. Individual Learning Plan (ILP) reviewed termly and Agency Targets reviewed termly regularly.

Education, Health and Care Plan (EHCP): Children identified by the Local Authority as needing a very high level of support, with at least one, but possibly more professionals involved in assessment or provision. Severe needs. Very high level and very frequent intervention support. EHCP reviewed annually, Individual Learning Plan (ILP) reviewed termly, and Agency Targets reviewed termly both regularly.

All of the above levels of support follow an 'assess, plan, do, review model.

Assess: Data on the pupil held by the school will be collated by the class teacher/SENDCo 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.

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 evidence-based interventions identified, recorded and implemented by the class teacher with advice from the SENDCo.

Do: SEN support will be recorded on an ILP that will identify a clear set of expected outcomes, which will include relevant academic and developmental targets. 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.

Review: Progress towards these outcomes will be tracked and reviewed termly with the parents and the pupil. The impact of the interventions will also be assessed and adjusted accordingly to ensure progress. It is important that the views of the pupil and parents are taken into account and both the abilities and strengths of the pupil inform the review.

For a very small percentage of pupils, whose needs are significant and complex and the SEN Support required to meet their needs cannot reasonably be provided from within the school's own resources, a request will be made to the local authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care (EHC) plan being provided.

If, at any stage, a child has a need identified (not usually learning) that requires a multi-agency response, an Early Help Plan will be considered. Parents also have the opportunity to request the school start an Early Help Plan when there are no obvious needs identified in school.

How does the school evaluate the effectiveness of its provision for children with SEND?

The SENDCo monitors the movement of children within the SEND system in school, providing the staff and Governors with regular summaries of the impact of the policy on the practice of the school.

Through half-termly meetings, the SENDCo is involved in supporting teachers involved in drawing up Individual Learning Plans (ILPs) for children. They review the impact of the interventions termly on the Provision Map, discussing adjustments to provision where appropriate. The SENDCo and the Head teacher hold regular meetings to review the work of the school in this area. These meetings form the basis for the annual report to the Governors.

How does the school involve the parents and pupils in assess and reviewing the progress of pupils with special educational needs?

In addition to or alongside parent meetings, parents are kept regularly informed of their child's progress by agreeing and sharing their child's targets with the class teacher. This will identify the next steps for their child to make progress and how the school and parents can help them. Progress will be monitored and reviewed regularly (at least termly) to ensure that both parents and the child can express their views and are fully involved in decisions. The ILP is discussed with the child in school and, where possible, also at home. The parents, pupil and class teacher sign to agree the stipulated objectives and how they will support the interventions. Regular contact may be communicated through a home/school link book, emails, telephone calls or meetings.

What is the school's approach to teaching pupils with special educational needs?

Our Governing Body ensure that as a school we make appropriate provision for all pupils identified as having Special Educational Needs and Disabilities. The named SENDCo for the school is Mrs Tanya Stoner and a member of the Governing body, Mrs Anne Prior, takes particular interest in Special Educational Needs and Disabilities, although the Governing Body as a whole is responsible for making provision for pupils with Special Educational Needs and Disabilities.

The school may support a child in a variety of ways depending on their individual needs. The first way is within the class, where learning tasks will be matched to the child's needs (differentiated) and will be overseen by the class teacher. An additional provision may be through targeted small group work that takes place out of the classroom. A child's targets will be set by the class teacher in collaboration with the SENDCo, child and parents. A further level of provision may involve a child working individually with a member of staff to meet specific targets.

These targets may be set out in their ILP and be recorded on the school's Provision Map. These detail support that is additional to or different from that provided as part of the School's usual differentiated curriculum.

How does the school adapt the curriculum and learning environment for pupils with SEND?

St John the Baptist strives to provide an engaging and exciting curriculum for all children. Class teachers will plan for the variety of needs in the classroom by providing appropriate tasks and achievable outcomes to consolidate and extend children's learning. For children with SEND, the teacher may provide different resources for children to use or there may be an adult to assist a small group of children to complete the task as independently as possible.

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

The school receives money on an annual basis to support provision for Special Educational Needs and Disabilities. This is based on the number of pupils on roll who are on the 'SEND Register' and this varies from year to year. The money is allocated annually by the Governing Body when setting the school's budget. It is used to pay for staffing and resources which support children with Special Educational Needs and Disabilities throughout the school.

On top of this resource, there may be additional funding from the Government and West Sussex County Council to support individual children on specific programmes. This includes 'Pupil Premium' money and additional funds for children with a 'Statement of Special Educational Need' or an 'Education, Health and Care Plan'.

Every child's needs are carefully assessed and decisions are then made based on the ability of a child to access the curriculum and make progress. The school SENCO will work closely with parents and all staff to discuss relevant interventions, adult support and advice from specialist services to make best use of available resources. We regularly assess the impact of any additional support and resources and report children's progress to parents.

The support and resources provided may include:

- Targeted differentiation to increase access to text (desk copies of information, accessible text, IT e.g. read aloud software, different recording strategies, additional time etc.)
- In class, adult or peer support aimed at increasing skills in specific area of weakness (learning behaviours, organisation, etc)
- Out of class support (relationship building, social, emotional skill development,)
- Small group tuition to enable catch up (subject or targeted at additional need)
- Specific support, advice and guidance provided to parents and families to improve pupil's readiness for learning (relating to pupil's difficulties in attendance, behaviour, physiological and emotional needs etc)
- Provision of specialist resources or equipment (use of ICT, sloping board, electronic versions of text etc)
- Partnership working with other settings (shared resources e.g. Parent Liaison Worker; shared expertise: support from local special school on action to improve inclusion: shared alternative environments etc.)
- Access to targeted before/after school clubs (breakfast, homework, clubs targeted at increasing resilience)

- Access to the school nurse and wider health professional support (responding to mental and physical health issues, speech, language and communication needs, motor control and mobility needs)
- Access to support from in-school sources e.g. learning mentors (peer or adult)
- Implementation of strategies from support agencies e.g. Behaviour Support/Educational Welfare Support.

How does the school enable pupils with SEND to engage in the activities of the school (including physical activities) together with children who do not have SEND?

It is the school's policy to enable every child to participate as fully as possible in all elements of the wider curriculum. We ensure that all children attend school trips and residential visits with support as appropriate. Where necessary, the school will meet with parents and carers to discuss individual needs prior to any visit or activity.

What support is available for improving the emotional and social development of pupils with special educational needs?

We aim to develop children's emotional and social well-being in partnership with parents and carers. In some cases, this may be provided by specialist support from our highly experienced Learning Mentor (Mrs Viv Pollard) who supports children in addressing the needs of learners who require assistance in overcoming barriers to learning in order to achieve their full potential. Healthcare plans and pastoral support plans can be used to meet specific needs. These plans are created in collaboration with school, parents and pupil, and they are monitored and reviewed at agreed intervals. Further support may be sought from the Play Therapy service, an external service that undertakes short blocks of provision.

How do we ensure expertise and training of staff in relation to children and young people with special educational needs and that specialist expertise will be secured?

External support services play an important part in helping the school identify, assess and make provision for children with Special Educational Needs and Disabilities.

These include seeking advice and support from:-

- the nominated Educational Psychologist for the school.
- the specialist advisory teaching services for children with sensory impairment or physical difficulties.
- services like the Occupational Therapy Service.
- the Speech and Language Therapy Service along with contributions to the reviews of pupils with significant speech and language difficulties.
- the Primary Mental Health Worker and local Child and Adolescent Mental Health Service (CAMHS) for children with emotional and behavioural needs.
- the school nurse and community paediatrician (Child Development • Centre or CDC).
- the Family Link Worker service.
- the Education Welfare Officer service.
- Think Family

Multi-agency meetings (known as Early Help Forums), with representatives from Children and Family Services, Social Care and Health, Young Carers, CAMHS, Think Family. These are held to ensure effective collaboration in identifying and making provision for vulnerable pupils.

Before the school make any referral to a specialist service we will always gain your permission.

We make a regular audit of training needs for all staff taking into account school priorities and personal professional development. Particular support is given to new members of staff and to training that addresses children's specific needs.

The SENDCos of each school within the Angmering Locality meet together each half term to share good practice and this is a strength of our group of schools.

How is equipment and facilities to support children and young people with special educational needs secured?

St John the Baptist school has an accessibility policy which is reviewed regularly. As part of this review, we ensure that the school environment is accessible for all children, including those with physical and sensory needs or where English is not a first language.

What are the arrangements for consulting parents of children with special educational needs about and involving them in their education?

The school works closely with parents in the support of those children with special educational needs and disabilities. We encourage an active partnership through an ongoing dialogue with parents. The home-school agreement is central to this. Parents have much to contribute to our support for children with special educational needs and disabilities.

The school prospectus contains details of our policy for special educational needs and disabilities, and the arrangements made for these children in our school. The Governors' Annual Report to Parents contains an evaluation of the policy in action. A named Governor takes a particular interest in special educational needs and disabilities and is always willing to talk to parents.

We have regular meetings each term to share the progress of special needs children with their parents. We inform the parents of any outside intervention, and we share the process of decision-making by providing clear information relating to the education of children with special educational needs and disabilities.

The first point of contact will always be a child's class teacher. The SENDCO at this school is Mrs Tanya Stoner and the learning mentor is Mrs Viv Pollard: all are available if further assistance is necessary. Alternatively speak to Mr Richard Yelland (Head teacher) or Mr John Cumming (Deputy Head teacher).

What are the arrangements for consulting young people with SEND about and involving them in their education?

At St John the Baptist School, we encourage children to take responsibility and to make decisions. This is part of the culture of our school and relates to children of all ages. Children are involved in setting targets in their ILPs, at an appropriate level. ILPs are child-friendly and children are

encouraged to make judgements about their own performance against their ILP targets. We recognise success here as we do in any other aspect of school life.

What arrangements are made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school?

The first point of contact will always be your child's class teacher. The SENDCo, Mrs Tanya Stoner, and the Learning Mentor, Mrs Viv Pollard, are available if further assistance is necessary. Alternatively, parents can speak to Mr Richard Yelland, Head teacher, or Mr John Cumming, Deputy Head teacher. If parents have any worries or concerns, they should discuss these with one of the named people above who will endeavour to resolve the concern. Appointments can be made through the school office. If an issue cannot be resolved, there is a formal complaints policy, details of which are available at the school office or on the website.

How does the governing body involve other bodies including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and supporting the families of such pupils?

St John the Baptist Primary School is fully committed to the *Every Child Matters* (ECM) agenda and works closely with a variety of agencies including the Early Help, Inclusion Team, Educational Psychologist, Speech and Language Therapist, Occupational Therapist, school nurse, Primary Mental Health Care Worker, CDC, CAMHS, the Hub, Social Services, Family Centre, Family Link Worker, Young Carers and Play Therapists. To further our own understanding of other agency work, we are committed to attending multi-agency training and meetings where appropriate.

How are support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with clause 32 contacted?

The SENDCo will be able to signpost parents to organisations, services etc. that can provide additional support.

What are the school's arrangements for supporting pupils with special educational needs in transferring between phases of education or in preparing for adulthood and independent living?

When you apply for a place for your child at the school, we encourage you to share your concerns about your child's Special Educational Needs and Disabilities or pass on information about any specialist support or agencies already working with you. We will contact any previous educational establishments for relevant information. Any practical arrangements can then be discussed and put in place. At the end of the school year or if your child moves to another setting, the relevant staff communicate to pass on information and ensure that transition arrangements are in place.

Where is information on where the local authority's local offer is published?

The Local Authority Local Offer can be found at: <https://www.westsussex.gov.uk/educationchildren-and-families/special-educational-needs-and-disability-send/send-local-offer/>

Mrs Tanya Stoner, October 2020