



## St John's CE Primary School, Crossens

### Special Educational Needs and Disabilities (SEND) School Offer/SEND Information Report.

At St John's CE Primary School, we recognise the diverse nature of learning needs and aim, to the best of our abilities, to ensure all pupils, including those with SEND, get the support they need to make progress and take an active part in school life. All children have access to a broad and balanced curriculum and high expectations are set for all pupils, relevant to their prior attainment. Potential areas for difficulty are identified and addressed as soon as possible through early intervention strategies. We aspire to meet our children's needs as far as possible through good quality inclusive teaching.

St John's strives to be an inclusive school, engendering a sense of community and belonging through its inclusive ethos, broad and balanced curriculum for all children, systems of early identification of barriers to learning and participation, high expectation and suitable learning outcomes, involving the views of both parent and child.

#### The Local Offer

The Local Offer was introduced in the Green Paper (March 2011) as a local offer of all services available to support children with Special Educational Needs and Disabilities and their families. The following information sets out the systems and procedures that are in place in our school.

This information report is our school's contribution to Sefton's Local Offer which can be seen at [www.sefton.gov.uk/localoffer](http://www.sefton.gov.uk/localoffer)

#### What is the definition of Special Educational Needs?

The 2014 Special Educational Needs and Disability Code of Practice (p15) states:

"A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her."

"A child of compulsory school age has a learning difficulty or disability if he or she;

- Has a significantly greater difficulty in learning than the majority of others the same age, or
- Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions."

"A child under compulsory school age has special educational needs if he or she is likely to fall within the definition above when they reach compulsory school age or would do so if special educational provision was not made for them (Section 20, Children and Families Act 2014)."

#### 1. How does St John's know if my child needs additional support?

We will know if your child needs extra help when:

- Concerns are raised by you, our staff or your child. If concerns are raised by our staff, you will be consulted and a meeting held to ascertain your views. Your child's views will also be ascertained.
- We identify your child is making limited progress.
- There is a change in your child's behaviour or progress.

#### 2. What categories of Special Educational Needs and Disabilities does the school cater for?

At St John's, we cater for the four areas of need identified in the 2014 Code of Practice, which are:

- Communication and interaction
- Social, emotional and mental health difficulties
- Sensory and / or physical difficulties
- Cognition and learning

### **3. What should I do if I think my child may have Special Educational Needs (SEN)?**

Our governing body takes an active role in the SEND practice at our school. The SENCO, Mrs Preston works closely with the Headteacher, Mr Thomson, and Governors in determining how SEN is developed in the school and decisions made concerning additional support. The class teachers are responsible for the progress of pupils in their class, including those who access additional support. The class teacher is the first point of contact for parents, should you have any concerns about your child's progress or well-being. Should parents need further information or advice they can also make an appointment to speak to the SENCO.

### **4. How will St John's support my child and how much support will they receive?**

Teachers will follow a graduated approach to enable all children to access the curriculum. This begins with Quality First Teaching, which may mean making reasonable adjustments to their teaching and/or the classroom environment to ensure all children are able to participate. It may include additional general support by the teacher or TA in class.

- If your child has needs related to more specific areas, then they may be placed in a small group or receive individual support to accelerate their progress. This will be generally be run by a teaching assistant under guidance from a teacher, or a teacher. Sometimes additional adults who help in school help to deliver simple programmes under the guidance of a teacher. The length of time of the intervention will vary according to need, but will generally be for a term and will be regularly reviewed. Interventions will be recorded on a class provision map and for SEND children on their SEND Support Plan.
- Pupil Progress meetings will be held regularly between the class teacher and Headteacher to discuss and evaluate the progress of the children in their class. These discussions may highlight potential children who would need support.
- Occasionally, a child may need more expert support from an outside agency, such as a paediatrician or speech and language therapist. In this instance, a referral will be made with your consent and forwarded to the appropriate agency. After a series of assessments, advice and/or a programme of support may be provided to the school and to yourself for use at home.
- Some children may require additional access arrangements for tests such as the SATs. Where appropriate, applications will be made for such arrangements to take place.

### **5. How will the curriculum be matched to my child's needs?**

Teachers are aware of different types of needs and will make reasonable adjustments to their teaching to enable them to access the curriculum more easily.

When a child has been identified with SEND, their class work may be differentiated further by the class teacher to enable the child to access the curriculum more easily. Teaching assistants may be allocated to work with the child within a small group or on an individual basis to target more specific needs.

If your child has been identified as having SEND, a Send Support Plan will be formulated and learning outcomes will be set. This will be monitored by the class teacher will be reviewed three times a year. You and your child will be involved throughout the process.

Appropriate specialist equipment may be provided to some children to allow them to access the curriculum, e.g. a pencil grip, writing slope or visual aids.

### **6. How will I know how my child is doing and how will St John's help me to support them?**

- You will be able to discuss your child's progress at parents meetings.
- Your child's class teacher will be available at the end of each day if you wish to raise any concerns or discuss any matter relating to your child's progress. If the teacher is not available for any reason, an appointment can be made. The class teacher may suggest ways you can support your child.
- Appointments can be made to speak to the SENCO, Mrs Preston, if required. She may also ask to meet with you to discuss how to support your child.
- If outside agencies are involved, a meeting will be held to discuss ways in which you can support your child. This meeting will be attended by Mrs Preston and/or the class teacher.
- If your child has a SEND support plan, learning outcomes will be reviewed in a short meeting termly and new ones set.

### **7. What support will there be for my child's overall well-being?**

The school can offer your child a variety of pastoral support, including:

All staff are available to listen to the views of children and take any measures necessary to ensure their well-being and happiness.

- Lunchtime Welfare Staff are available to monitor activities at lunchtimes and provide feedback to relevant class teachers or the Headteacher, if appropriate.
- The Headteacher, Mr Thomson and/or a member of the Senior Leadership Team is available on the playground before school every day should you, or your child, wish to raise any concerns.
- Class teachers are available at the end of each day to discuss any concerns you or your child may have. If for any reason a teacher is not available, an appointment can be made.
- External agencies can be deployed where necessary.
- Quiet activities can sometimes be provided for those who find lunchtimes difficult.
- For children who have medical needs, we follow our policy to ensure that these children are properly supported in school so that they can have an active school life.

#### **8. How will St John's support my child when they are beginning in the school, moving to another class or leaving the school?**

- For children who are beginning in Reception class, the Reception teacher carries out nursery visits and home visits for each child. New starter sessions are also held to allow the children to familiarise with their new learning environment and the staff that will be working with them.
- During the summer term, all children attend transition sessions in their new classroom, with the staff that will be working with them for the following year.
- Y6 children attend transition sessions in their new high school setting.
- Secondary staff visit the school to meet with the Y6 teacher and some also choose to meet with the children.
- The current teacher and new teacher hold a transition meeting in which they discuss the progress and needs of every child.
- For children who are identified as having additional needs, a separate meeting may be held with the SENCO.
- Where appropriate, for children with certain additional needs, there may be further transition sessions planned.

#### **9. What specialist services and expertise are accessed by the school?**

The school works with a number of external agencies to seek advice and support to ensure that the needs of all children are fully understood and met. These include (this list not exhaustive):

- OSSME - Autism Initiatives
- Educational Psychologist
- Inclusion Consultant
- School Nurse
- Paediatric Services
- Social Services
- Speech & Language Service
- Physiotherapy Service
- Occupational Therapy Service
- Behaviour support
- Well Young Persons
- CAMHS (Child and Adolescent Mental Health)
- Sefton SEN assessment and monitoring service
- SSENIS (Sefton Special Educational Needs Inclusion Service)
- Parent Partnership
- Well Young Person Team

#### **10. How will St John's ensure the provision for my child is effective?**

Through our Pupil Progress Reviews and our Graduated Approach, we continually track and monitor the progress of all children, identifying and addressing their needs as they arise. This is reviewed regularly by our Headteacher, SENCO and class teachers and further actions are then planned as appropriate.

Regular reviews of Quality First teaching, intervention programmes, SEND provision and the use of additional adult support across the school, allow us to monitor and evaluate the effectiveness of our practice.

For children identified as having SEND, regular reviews are held to discuss progress and evaluate the provision that has been put into place. During these meetings, your views and your child's views are listened to, recorded and used to inform future provision.

Staff have all had training on delivering the Code of Practice 2014 and providing Quality First Teaching (in January 2015)

Different members of staff have had training on

Speech and Language Impairment

ADHD

Dyslexia

Social and Emotional needs

Epipen and Asthma training.

There has also been some training on intervention programmes used currently in school including First Class @ Number / The Listening Programme / Better Reading Partnership/ Active Literacy/ Think Yourself Great.

Our SEND governor is Nicola McDonald who is a qualified speech therapist and works closely with some of the children in our school. She has also attended a governors training course on the new Code of Practice.

The SENCO regularly attends SENCO cluster meetings run by Southport Learning Partnership and is being supported in her new role this year by our Inclusion Consultant.

#### **11. How does St John's make all opportunities in the school accessible to children with SEND?**

- We adhere to our Equal Opportunities Policy and promote inclusive practice in all opportunities we offer to our children.
- We ensure the curriculum is tailored to meet the needs of all children through our awareness and understanding of each individual child.
- We make use of specialist resources where appropriate to further support children with their learning.
- At playtimes and lunchtimes, adults are deployed to ensure that all children access and enjoy these activities.
- We aim to exceed the minimum adult to child ratios on school trips wherever possible. In addition to this, if children are identified as needing further support, extra adults will be deployed.
- We have facilities including ramps into school/ wide opening doors into the building and a disabled toilet with changing facilities for children in nappies.
- Access arrangements in exams such as the SATs are implemented, if required.

#### **12. How will I be involved in discussions about my child?**

- All parents are encouraged to contribute to their child's education through
- Review meetings
- Informal meetings with class teacher
- Parents evenings
- Parent courses and training courses are often incorporated throughout the school year.
- Outside agencies may ask you to attend courses to help support your child alongside the teacher. Eg Sensory workshops.

You may also find these websites useful in providing more information.

Contact a Family ([www.cafamily.org.uk](http://www.cafamily.org.uk)) SENDirect ([www.sendirect.org.uk](http://www.sendirect.org.uk)) SEND Gateway ([www.sendgateway.org.uk](http://www.sendgateway.org.uk))

If after reading our School Offer, you would like to discuss anything further, please contact Mrs Charlotte Preston, our SENCO.

Updated by: Mrs Charlotte Preston (SENCO) in October 2016

Review Date: September 2017